



A CHARTER PROPOSAL BY RESPONSIVE EDUCATION SOLUTIONS, INC.

Established in 1998, Responsive Education Solutions, Inc. ("ResponsiveEd") is a 501(c)(3) nonprofit organization that:

- has established, and currently operates, more than **65 charter schools** throughout Texas and Arkansas;
- has been **approved** by the Indiana Charter School Board **to open an open-enrollment charter school** in Indianapolis in 2014;
- has been **approved** by the Texas Education Agency **to open an additional 10 schools** throughout Texas in 2014;
- serves nearly **6,000 students** through its statewide **virtual school program**;
- established the **first and only** charter school in Texas to address the unique needs of children with **autism**;
- has **partnered with the Austin Independent School District ("AISD") and the Bill & Melinda Gates Foundation** to open Premier High School learning centers within two AISD campuses;
- is **accredited by AdvancED**; and
- thanks the Mayor's Office for considering this full application and looks forward to the opportunity to offer new, high-quality public school options to the children and families of Indianapolis.

www.foundersclassical.com
www.nwaclassical.com

CHARTER APPLICANT INFORMATION SHEET

Name of Proposed Charter School: Founders Classical Academy of Indianapolis ("Founders" or "School")

Proposed School Address (if known): TBD

School District in which Proposed School would be located: Indianapolis Public Schools or Metropolitan Schools District of Washington Township

Legal Name of Group Applying for the Charter: TBD

Applicant's Designated Representative: Chris Baumann

Address: P.O. Box 292730, Lewisville, Texas 75029

Daytime telephone: 972.316.3663

E-mail address: cbaumann@responsiveed.com

The proposed school will open in the fall of school year: 2014-2015

Proposed Grade Levels & Total Student Enrollment

School Year	Grade Levels	Student Enrollment
First Year	K-8	353
Second Year	K-9	453
Third Year	K-10	503
Fourth Year	K-11	553
Fifth Year	K-12	603
Sixth Year	K-12	628
Seventh Year	K-12	628
Maximum	K-12	628

Is this a single-gender or co-educational school? No

If single-gender, please indicate who will be served by school: N/A

Are you planning to work with a management organization? Yes

If so, please indicate the name of management organization: Responsive Education Solutions, Inc.

Have you submitted this application to other authorizers? No

If so, please list the authorizer(s) and the date(s) of submission: N/A

Do you plan to submit this application to another authorizer before the Mayor's Office makes a final determination on your application? No

If so, please indicate the name of the authorizer: N/A

Have you submitted any other application to an authorizer in the previous five (5) years? Yes
If so, please indicate the name of the authorizer, the date, and the name of the school on the application:

The charter holder's charter management organization, ResponsiveEd, has submitted the following applications to Indiana authorizers in the previous five (5) years:

Authorizer	Date	Name of School on Application
Indianapolis Office of the Mayor	Spring 2011	Premier High School of Indianapolis
Indiana Charter School Board	Spring 2012	Premier High School of Evansville, Premier High School of Gary, and Premier High School of Indianapolis
Indiana Charter School Board	Fall 2012	Premier High School of Anderson, Premier High School of Evansville, Premier High School of Gary, and Premier High School of Indianapolis

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NARRATIVE

I. Vision

A. Mission

The mission of Founders Classical Academy (“Founders” or the “School”) is to provide young people with a rigorous classical education in the liberal arts and sciences that cultivates intellectual excellence, wisdom, and virtue.

B. Need

Founders intends to establish a high-performing mixed-income school that boosts the academic achievement of both high- and low-income students and makes the Washington Township public school system more attractive to a wider array of families.

Research suggests that the academic achievement of low-income children improves when they are integrated into more affluent schools. By way of example, a study published by The Piton Foundation noted that “[t]he promise of better student achievement is the strongest argument for fostering more economically integrated schools”

The study was conducted by Dianne Lefly, a Ph.D. statistician and the research manager in the Denver Public Schools Assessment & Testing Department.

Among the findings:

- Low-income students (as measured by eligibility for federally-funded free or reduced-cost school lunch) perform significantly better in schools with fewer poor students than in schools where over half the students are poor. For example, on the 2001 [state] reading test, 53 percent of low-income elementary students scored proficient or advanced in schools where fewer than 25 percent of students qualified for free or reduced cost lunch. However, in schools where over 75 percent of the students were poor, just 33 percent of the low-income students scored proficient or advanced.
- More affluent students perform well on standardized tests in schools with low to moderate levels of poverty. However, the scores of non-poor students begin to deteriorate significantly in schools where over 50 percent of all students are poor. In elementary schools where fewer than 25 percent of students are poor, 83 percent of non-poor students scored proficient or advanced on the 2001 [state reading test]. However, in schools with over 75 percent low-income students, only 49 percent of the non-poor students scored proficient or advanced.¹

¹ Alan Gottlieb, Mixed Income Schools Through Choice Gaining Favor in Denver, The Term Paper: News and Analysis of School Reform from The Piton Foundation, Vol. I, No. 3 (Nov. 2002).

Eighty percent (80%) of the students attending schools in Founders' targeted geographic region qualify for free lunches. By establishing an innovative classical college-prep school in Washington Township (an option that does not currently exist), Founders will attract students from both high- and low-income families in and around the community, resulting in a high-performing mixed-income school.

And high-quality educational options are needed. Of the 18 Elementary schools in Founders' targeted geographic region, 15 earned a 2012 PL 221 Grade of "C" or worse (10 of which earned an "F"); 50% of Middle schools earned a Grade of "C" or worse, and 75% of High schools earned a Grade of "C" or worse. Please see **"Appendix A: Community School Performance Information."**

In contrast, it is anticipated that Founders will demonstrate exceptional academic performance, as measured by Public Law 221's ("PL 221") letter grade system. By way of example, in its very first year of operation (2012-13), ResponsiveEd's first Founders Classical Academy performed remarkably well on state assessments when compared with the Texas statewide average.

	All Subjects		Reading		Mathematics	
	TX	FCA	TX	FCA	TX	FCA
All Students	77%	83%	80%	89%	79%	80%
Economically Disadvantaged	69%	75%	72%	81%	72%	68%

	Writing		Science		Social Studies	
	TX	FCA	TX	FCA	TX	FCA
All Students	63%	86%	82%	75%	76%	83%
Economically Disadvantaged	53%	75%	75%	72%	68%	80%

Founders' innovative mixed-income classical educational program will meet a need for those parents seeking a dynamic classical college-prep school, boost the academic achievement of both high- and low-income students, and make the Washington Township public school system more attractive to a wider array of families.

C. Goals

In addition to common indicators of performance established by the Mayor's Office under the Performance Framework, Founders will have its success measured by its performance relative to the following school-specific indicators developed to reflect the School's mission and unique goals:

1. Educational Performance Goals

a. Goal 1: College Readiness

Mission Statement	The mission of Founders Classical Academy is to provide young people with a rigorous classical education in the liberal arts and sciences that cultivates intellectual excellence, wisdom, and virtue.
Performance Goal	Graduates who have been enrolled in Founders for two or more years will enroll in postsecondary education.
Performance Indicators	This goal will be measured by the percent of graduates who, having been enrolled in Founders for two or more years, enroll in postsecondary education within one year of graduation.
Assessment Tools and Measures	Survey instruments will be used to measure this goal.
Attachments	N/A
Rationale for Goal and Measures	The opportunities afforded by postsecondary education will be stressed to students and parents at Founders. This element of the instructional emphasis will reinforce the importance a college education can make.
Assessment Reliability and Scoring Consistency	N/A
Baseline Data	N/A
3rd-Year Targets	<ul style="list-style-type: none"> Does not meet standard: Fewer than 60% of graduates who have been enrolled in Founders for two or more years will enroll in postsecondary education within one year of graduation. Approaching standard: 60% to 70% of graduates who have been enrolled in Founders for two or more years will enroll in postsecondary education within one year of graduation. Meets standard: 71% to 80% of graduates who have been enrolled in Founders for two or more years will enroll in postsecondary education within one year of graduation. Exceeds standard: 81% or more of graduates who have been enrolled in Founders for two or more years will enroll in postsecondary education within one year of graduation.
6th-Year Targets	<ul style="list-style-type: none"> Does not meet standard: Fewer than 70% of graduates who have been enrolled in Founders for two or more years will enroll in postsecondary education within one year of graduation. Approaching standard: 70% to 80% of graduates who have been enrolled in Founders for two or more years will enroll in postsecondary education within one year of

	<p>graduation.</p> <ul style="list-style-type: none"> • Meets standard: 81% to 90% of graduates who have been enrolled in Founders for two or more years will enroll in postsecondary education within one year of graduation. • Exceeds standard: 91% or more of graduates who have been enrolled in Founders for two or more years will enroll in postsecondary education within one year of graduation.
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b. Goal 2: Dual Credit and/or Advanced Placement Course Enrollment

Mission Statement	The mission of Founders Classical Academy is to provide young people with a rigorous classical education in the liberal arts and sciences that cultivates intellectual excellence, wisdom, and virtue.
Performance Goal	Students enrolled for two or more years at Founders will enroll in at least one dual credit and/or Advanced Placement ("AP") courses prior to graduation.
Performance Indicators	This goal will be measured by the percentage of students enrolled for two or more years at Founders who enroll in at least one dual credit and/or AP courses prior to graduation.
Assessment Tools and Measures	Dual credit and AP course enrollment lists will be used to measure this goal.
Attachments	N/A
Rationale for Goal and Measures	Preparation for college readiness must begin as early as possible. The Founders Classical Academy of Indianapolis must inform students of college opportunities. The high school program, established in subsequent years, must offer opportunities for students to achieve levels of college credits prior to high school graduation. This increases the level of college readiness and allows students to enter college with credits already on their transcript. Through AP Exams, students have the opportunity to earn credit or advanced standing at most of the nation's colleges and universities.
Assessment Reliability and Scoring Consistency	N/A
Baseline Data	N/A
3rd-Year Targets	<ul style="list-style-type: none"> • Does not meet standard: Fewer than 60% of students enrolled for two or more years at Founders will enroll in at least one dual credit and/or AP courses prior to graduation. • Approaching standard: 60% to 70% of students enrolled for two or more years at Founders will enroll in at least one dual credit and/or AP courses prior to graduation. • Meets standard: 71% to 80% of students enrolled for two or more years at Founders will enroll in at least one

	<p>dual credit and/or AP courses prior to graduation.</p> <ul style="list-style-type: none"> Exceeds standard: 81% or more of students enrolled for two or more years at Founders will enroll in at least one dual credit and/or AP courses prior to graduation.
6th-Year Targets	<ul style="list-style-type: none"> Does not meet standard: Fewer than 70% of students enrolled for two or more years at Founders will enroll in at least one dual credit and/or AP courses prior to graduation. Approaching standard: 70% to 80% of students enrolled for two or more years at Founders will enroll in at least one dual credit and/or AP courses prior to graduation. Meets standard: 81% to 90% of students enrolled for two or more years at Founders will enroll in at least one dual credit and/or AP courses prior to graduation. Exceeds standard: 91% or more of students enrolled for two or more years at Founders will enroll in at least one dual credit and/or AP courses prior to graduation.

c. Goal 3: Character Development

Mission Statement	The mission of Founders Classical Academy is to provide young people with a rigorous classical education in the liberal arts and sciences that cultivates intellectual excellence, wisdom, and virtue.
Performance Goal	To develop a culture of virtue.
Performance Indicators	The Intellectual Virtues (knowledge, understanding, and wisdom), and the Philosophical Virtues (courage, justice, prudence, and moderation), as well as American principles in self-government and civility, are identified and clearly taught in a seamless manner through course content.
Assessment Tools and Measures	Monthly Leadership Meetings conducted by the Mayor's Office.
Attachments	N/A
Rationale for Goal and Measures	Education involves more than the accumulation of knowledge. While a diploma is sure to open economic doors to its possessor, it does not make an individual a better son/daughter, sibling, friend, mother/father, or citizen. For this reason, Founders will provide students with a structured learning environment promoting virtue.
Assessment Reliability and Scoring Consistency	N/A
Baseline Data	N/A
3rd-Year Targets	<ul style="list-style-type: none"> Does not meet standard: It is not evident that the Intellectual Virtues (knowledge, understanding, and wisdom), and the Philosophical Virtues (courage, justice, prudence, and moderation), as well as American principles in self-government and civility, are identified

	<p>and clearly taught in a seamless manner through course content.</p> <ul style="list-style-type: none"> • Approaching standard: N/A • Meets standard: It is evident that the Intellectual Virtues (knowledge, understanding, and wisdom), and the Philosophical Virtues (courage, justice, prudence, and moderation), as well as American principles in self-government and civility, are identified and clearly taught in a seamless manner through course content. • Exceeds standard: N/A
6th-Year Targets	<ul style="list-style-type: none"> • Does not meet standard: It is not evident that the Intellectual Virtues (knowledge, understanding, and wisdom), and the Philosophical Virtues (courage, justice, prudence, and moderation), as well as American principles in self-government and civility, are identified and clearly taught in a seamless manner through course content. • Approaching standard: N/A • Meets standard: It is evident that the Intellectual Virtues (knowledge, understanding, and wisdom), and the Philosophical Virtues (courage, justice, prudence, and moderation), as well as American principles in self-government and civility, are identified and clearly taught in a seamless manner through course content. • Exceeds standard: N/A

2. Organizational Viability

a. Goal 1: Parental Satisfaction

Mission Statement	The mission of Founders Classical Academy is to provide young people with a rigorous classical education in the liberal arts and sciences that cultivates intellectual excellence, wisdom, and virtue.
Performance Goal	Founders will attain high levels of parent satisfaction.
Performance Indicators	This goal will be measured by Founders' ability to meet the expectations its parents regarding the overall quality of Founders' educational program.
Assessment Tools and Measures	Parent surveys.
Attachments	N/A
Rationale for Goal and Measures	The long-term success of any school is dependent on its ability to meet the expectations of the parents it serves.
Assessment Reliability and Scoring Consistency	N/A
Baseline Data	N/A
3rd-Year Targets	<ul style="list-style-type: none"> • Does not meet standard: Fewer than 60% of parents

	<p>responding to the survey are satisfied with the overall quality of Founders' educational program.</p> <ul style="list-style-type: none"> • Approaching standard: 60% to 70% of parents responding to the survey are satisfied with the overall quality of Founders' educational program. • Meets standard: 71% to 80% of parents responding to the survey are satisfied with the overall quality of Founders' educational program. • Exceeds standard: 81% or more of parents responding to the survey are satisfied with the overall quality of Founders' educational program.
6th-Year Targets	<ul style="list-style-type: none"> • Does not meet standard: Fewer than 70% of parents responding to the survey are satisfied with the overall quality of Founders' educational program. • Approaching standard: 70% to 80% of parents responding to the survey are satisfied with the overall quality of Founders' educational program. • Meets standard: 81% to 90% of parents responding to the survey are satisfied with the overall quality of Founders' educational program. • Exceeds standard: 91% or more of parents responding to the survey are satisfied with the overall quality of Founders' educational program.

b. Goal 2: Parental Partnerships

Mission Statement	The mission of Founders Classical Academy is to provide young people with a rigorous classical education in the liberal arts and sciences that cultivates intellectual excellence, wisdom, and virtue.
Performance Goal	Founders will develop meaningful parental partnerships to improve volunteer engagement.
Performance Indicators	This goal will be measured by Founders' ability to engage parents in providing services to the students of Founders.
Assessment Tools and Measures	Volunteer activity logs will be used to measure this goal.
Attachments	N/A
Rationale for Goal and Measures	The long-term success of any school is dependent on its ability to involve the parents it serves.
Assessment Reliability and Scoring Consistency	N/A
Baseline Data	N/A
3rd-Year Targets	<ul style="list-style-type: none"> • Does not meet standard: Fewer than 10% of parents volunteer an average of three hours each month. • Approaching standard: 10% to 14% of parents volunteer an average of three hours each month. • Meets standard: 15% of parents volunteer an average of

	<p>three hours each month.</p> <ul style="list-style-type: none"> Exceeds standard: 16% or more of parents volunteer an average of three hours each month.
6th-Year Targets	<ul style="list-style-type: none"> Does not meet standard: Fewer than 20% of parents volunteer an average of three hours each month. Approaching standard: 20% to 24% of parents volunteer an average of three hours each month. Meets standard: 25% of parents volunteer an average of three hours each month. Exceeds standard: 26% or more of parents volunteer an average of three hours each month.

II. Educational Services Provided

A. Educational Model

1. Model and Research

a. Overview

Founders endeavors to provide young people with a rigorous classical education in the liberal arts and sciences that cultivates intellectual excellence, wisdom, and virtue.

In Book I of “Laws,” Plato described the purpose of education this way: “. . . if you ask what is the good of education in general, the answer is easy: that education makes good men, and that good men act nobly.” The sage continued by pointing out how students prepared to live virtuous lives pursue the ideal perfection of citizenship. In this powerful dialogue Plato summed up what can be described as “educating for liberty,” or preparing young men and women to live in a free society. The founding fathers of our nation, including George Washington in both his second inaugural and farewell addresses, clearly tied a well-educated and virtuous population to the success of the republic. It was the classical model of education the Founders had in mind when they considered a means for keeping our constitutional republic and preserving the union. It is in the end a method of education that prepares students for more than simply college or work to cultivate wise and virtuous men and women.

What exactly is a classical education? In a nutshell it is the same course of study that helped propel Western Civilization to the top of the world when it comes to civic institutions, personal liberty, philanthropy, economic enterprise, technological innovation, and relative safety and security. Rooted in an approach that goes back to ancient Greece and Rome and developed over a long period of time in the West, it is a curriculum that provides students with the tools of learning necessary to be well-rounded human beings who know who they are and understand the world around them. These tools help students acquire the knowledge, skills, and dispositions necessary to live virtuous and happy lives. The classical curriculum accomplishes this by teaching students at the points of their physiological strengths and by respecting a proper hierarchy of knowledge. It places its historical, literary,

and artistic focus on what are referred to as “The Classics.” It offers purposeful study of mathematics and the sciences, and maintains a focus on teaching students Latin and Greek (or Greek root words).

b. The Hierarchy of Knowledge

Over the last few generations, education in America has moved away from its classical roots toward a more utilitarian and less academic model. Knowledge has been disparaged in favor of process, structure and self-discipline have been replaced with an emphasis on “social development,” and so called critical thinking and 21st century skills have been elevated in order to prepare children for the global workforce. The results speak for themselves. A majority of high school students across the nation cannot understand much of what they read, and our youth lack a common body of knowledge, and an ethos, commensurate with responsible citizenship. While there are some good things happening in both public and private schools around the country, and there certainly are some effective educators working in these schools, the overarching education model and philosophy are severely flawed.

One of the grave errors of modern schooling pertains to an approach, or lack of an approach, to the hierarchy of knowledge. In other words, many American educators have not been operating under the assumptions that “all learning is built upon previous learning” and “thinking requires knowledge.” As a result, their students lack the academic knowledge necessary to think critically. Research from the last 30 years in the cognitive sciences has shown the types of skills teachers want for students, such as analyzing, interpreting, and the rest, require extensive background knowledge, something any ancient Greek grammarian would have known. This knowledge building must begin in earnest when children are young. By ordering learning according to the actual development of children, Founders provides great benefits to its students. This hierarchical approach to education takes advantage of students’ developmental strengths. In the grammar mode, children learn the foundational knowledge they need in all content and skill areas (English grammar, Math grammar, History grammar, Science grammar, Art grammar, etc.) before they begin to interact with concepts at a more analytical level. It is important to note how this emphasis on the grammar of each discipline of learning is not restricted to elementary students. Young children spend more of their time in this knowledge building endeavor but whenever students learn something new they must understand its grammar. In the case of younger learners, they learn a great deal of content, sometimes through songs and jingles, in areas that include rules of English grammar, math and science facts, key men and women and their contributions, history timelines, musical compositions, etc. This is part of the foundation building that will prepare them for more complex learning, but what’s more is this is what elementary level children are built for. They have a high capacity to memorize information and develop skills quickly (adults have a harder time learning new domain knowledge). This is what is meant by taking advantage of students’ physiological strengths. Children are not only interested in learning but they are like little sponges soaking up knowledge. Parents of children who are classically educated know their children are well prepared from the start.

At Founders, dialectic, or logic, is what young learners are introduced to, and middle grade students begin to experience in a more formal way. Here they continue to build their knowledge base, but are also taught formal rules of logic, and the art of proper reasoning and analysis (an inheritance we have going back to ancient Greece and Rome). Instruction in this area is often neglected. Instead, the focus is placed on what is commonly referred to as “critical thinking,” which is only a morsel of a true dialectical experience. In a classical environment, students are ready for proper logic instruction for two reasons. The first reason is physiological, their minds have developed and are ready for more advanced thought; students in this age group ask and want answers to all kinds of complex questions. Second, the ground has been prepared for them in their early grammar years. The second point is crucial. At Founders, students gain the necessary academic knowledge, the foundation, in the elementary and into the middle grades and are ready to operate at more complex levels. In other words, in order to really think logically, to analyze information, children need to “know” things—thinking effectively requires factual knowledge. This is where all the important knowledge children gain in the elementary grades comes in handy. Today, many schools fall short in this endeavor. They do not place a proper emphasis on the foundational knowledge in all content areas to enable students to be successful in the upper grades. The result is a knowledge deficit that hinders students’ ability to think at complex levels, and turns out to be the main reason many students struggle with reading comprehension—see the paper entitled “The Missing Link in Reading Comprehension and Academic Achievement.” At Founders, in virtually every subject, content will be taught dialectically. Beyond studying logic formally, students argue, discuss, and debate history, literature, math, and science where teachers encourage dialogue and use a Socratic method of instruction.

Founders emphasizes effective communication of ideas based on evidence, sound judgment, and proper form. This relates to another important element of a classical education known as rhetoric. Rhetoric begins to take shape in the early grades as students learn the grammar of writing and speaking. Students are introduced to a variety of forms of both narrative and expository texts (e.g. fables, narratives, proverbs, encomiums, etc.) and are then taught how to emulate good writing in various categories, and in multiple content areas such as history, literature, and science. As they progress, students begin to write and speak about topics on a more analytical level, and finally reach a state of advanced composition and oratory. Rhetoric, then, is the art of training students to effectively take a position on a topic, and through oral or written form, present an advanced argument or viewpoint. For example, if a student in history class was asked to determine whether President Harry Truman's decision to drop the atomic bombs on Japan was warranted, he could write an advanced essay, or deliver a speech on the question through the use of factual examples, proper reasoning, and an effective and eloquent oral or written form. There are certain skills and methods, in addition to a strong knowledge base, and sound judgment, required to effectively complete this type of activity. Sadly, most high school students are NOT capable of operating at an advanced rhetorical level when in fact they should be able to in their core areas of study. It is a travesty that many students do not know the fundamentals about our nation’s history and Founding principles, but cannot, even in cases when they do have the knowledge, articulate and defend those principles.

A classical education provides an important model for how children learn, specific to a proper hierarchy of knowledge. The Founders of this nation, who wrote at length on education, emphasized instruction focused on training the mind in a broad range of disciplines such as language and literature, mathematics, science, history, government, music, and art, to promote the learning and character necessary for self-governing citizens in a republic. A classical education provides form for the acquisition of this essential knowledge.

c. A Prelude to The Classics

One of the hallmarks of a classical education is the focus of the history, literature, and arts studied. The emphasis is decidedly Western since, after all, we live in the West and our culture's roots and predominate influences are Western. This doesn't mean Far Eastern or other civilizations aren't studied but the core is Western. What exactly is the Western inheritance alluded to here? Essentially, it is the patrimony associated with five historical cities: Jerusalem (faith and morality), Athens (arts and intellectual endeavors), Rome (jurisprudence and republicanism), London (rule of law and free enterprise), and Philadelphia (the tree of liberty). Students at Founders learn about the patrimony from these historical civilizations and understand how and why we are who we are as a people, and where we may be heading.

In the area of literature, the word “classic” does not refer only to works from ancient or medieval times, as things classical are not necessarily time bound. Students may read stories by C. S. Lewis who wrote in the 20th century, novels by Louisa May Alcott in the 19th century, or fables by Aesop in the 6th century B.C., but works by all three are considered children's classics. All are well written, but the designation of classical in this sense has more to do with the nature of the product rather than mere age. In literature for instance, there is a certain essential quality—the literature deals forcefully with lessons pertaining to human nature and the themes transcend time. Books of the Bible, works from ancient Greek and Roman authors, Shakespeare, and many other writers throughout history illustrate the virtue and vice evident in human nature and teach important life lessons to help mold character and inform decision-making. Unfortunately, many educators have lost awareness of the importance of great literature and overemphasize literary devices, multi-cultural themes, and in some cases, nihilistic works, making the study of literature rather sterile and ultimately un-edifying. Nevertheless, reading classics is essential to a truly good education, as is learning about beautiful art and music, and studying history and the science of government via primary sources such as “The Federalist Papers.” History is one of our greatest teachers and provides, along with great literature, a necessary map of human character. History, properly conceived, and good literature, both help us to promote good character and citizenship, and help to preserve and transmit civilization.

d. Connecting the Dots

Learning at Founders includes reading original historical documents and classic texts, and students experience the beauty and form of classical art and music. It is also marked by instruction that is holistic and integrated. One of the sad realities about education in modern times is the manner in which many students learn

content in isolation—science is devoid of history; history is taught without literature, music, and art; and math is just about numbers. Students should be able to connect the dots and understand the interrelation among various areas of knowledge. In this model of learning, history serves as a type of organizing outline. For instance, students studying astronomy should go beyond merely knowing what is in the heavens, but also understand how ideas can have latent and far reaching consequences here on earth. History books describe the Copernican Revolution of the 16th century, but Copernicus considered himself no revolutionary. He was instead a restorer of 2,000 year old ancient wisdom—that is, the wisdom of ancient Greeks such as Aristarchus and Pythagoras. In this important scientific account, Nicolaus Copernicus, a Polish astronomer who lived during the Renaissance, read ancient Greek texts, possible only because of the rebirth of the classical Greek language during the Renaissance, initiated a scientific, mathematical, and philosophical paradigm. When a revolution in ideas or practice is accomplished today, when a new standard is brought to light it is called a Copernican Shift or Metaphor. Students should be able to see this type of relationship between science and history, and see the links among other areas of knowledge. A classical education at Founders provides opportunities for students to connect the dots.

e. Latin and Greek All Around Us

For centuries, anyone who had an education in the West truly associated with excellence was schooled in Latin and Greek to some degree. Why this is not the case today is occasion for another venue, but thankfully classical schools such as Founders are bringing the study of these languages back. More than 75% of the words in the English language are derived from Greek and Latin and many of the ideas that propelled Western Civilization during the last few hundred years were originally written in Greek and Latin. Most of the people we refer to today as “The Founders” of this country read ancient texts in their original languages as they were being schooled, and as they were consulting one another about what type of government best suited this land and people (i.e. Greek and Roman historical, philosophical, and legal texts). The bottom line is this—if you have a foundation in Greek and Latin you will have a better command of the English language and have an avenue of knowledge open to you many do not. Additionally, since Spanish and all other Romance languages (French, Italian, Portuguese, Romanian) are derived from Latin, the person who learns Latin will have an easier time learning other languages such as Spanish. The College Board, the organization known for the SAT college entrance exam and Advanced Placement tests, historically maintained data on how students who studied Latin performed on the SAT verbal portion of their exam versus students who studied other languages. The College Board found Latin students performed significantly higher on the SAT.

f. A Classical Education for Today’s Students

Classical education is one of the great legacies of Western Civilization, however, for the better part of the last century and into the 21st century, students in this country have been denied their educational inheritance. Education has taken an academic detour. Fortunately, there is a better road ahead. As C.S. Lewis once wrote, “If you are on the wrong road, progress means doing an about-turn and walking back to the right road” Paradoxically, while classical schools provide the most time-tested

methods of educating students, they are today, the most cutting-edge schools in America. With a focus on a hierarchical approach to learning, a knowledge-rich and integrated curriculum consisting of the classical liberal arts, and a focus on promoting strong character and learning necessary for self-governing citizens in a republic, classical schools such as Founders provide a refreshing education alternative.

Founders will prepare students for college and the workforce, but will go well beyond those ends—its aim is to cultivate wise and virtuous men and women.

Founders provides the most time-tested methods of educating students, and at the same time delivers the most cutting-edge education in America. At Founders, today's students receive a classical education. The entire curriculum at Founders is based in the Classical Liberal Arts and Sciences with a strong emphasis on civic education.

g. Founders Classical Academy Distinctives

Founders adheres to the following distinctives:

- 1) The centrality of the Western tradition in the study of history, literature, and philosophy;
- 2) A rich and recurring examination of the American literary, moral, philosophical, political, and historical traditions;
- 3) The use of explicit phonics instruction for the teaching of reading;
- 4) The teaching of Latin;
- 5) The acknowledgement of objective standards of correctness, logic, beauty, weightiness, and truth intrinsic to the liberal arts;
- 6) A school culture demanding moral virtue, decorum, respect, discipline, and studiousness among the students and faculty;
- 7) A curriculum that is content-rich;
- 8) A faculty where well-educated and articulate teachers explicitly convey real knowledge to students using traditional teaching methods; and
- 9) An effective use of technology that does not diminish the faculty leadership that is crucial to academic achievement.

2. Culture

Founders promotes a school culture demanding moral virtue, decorum, respect, discipline, and studiousness among the students and faculty. At Founders, education involves more than the accumulation of knowledge. While a diploma is sure to open economic doors, it does not make an individual a better son/daughter, sibling, friend, mother/father, or citizen. For this reason, Founders provides students with a character-based learning environment. At Founders, students are trained to be independent leaders with character.

a. Character

At Founders, character development is more than an isolated curricular subject. The school environment and curriculum at Founders are designed to promote and build strength of character in students by promoting good habits, by teaching

precepts, and by providing examples of virtue. Administrators, faculty, and staff encourage and model habits of honesty, respect, individual responsibility, and self-discipline to promote these traits. The Intellectual Virtues (knowledge, understanding, and wisdom), and the Philosophical Virtues (courage, justice, prudence, and moderation), as well as American principles in self-government and civility, are identified and clearly taught in a seamless manner through course content, most notably in history and in classical literature. At Founders, students will learn and be expected to apply the following virtues from the Student Motto:

Student Motto

Honor	I will honor those things which are good, true, and beautiful.
Respect	I will show respect to others at all times.
Service	I will do good things for others, without being asked.
Excellence	I will strive for excellence in all things.
Perseverance	I will fulfill commitments and not give up or act on discouragement.

b. Leaders

Building on a foundation of character, students are taught to be leaders. Students are taught that they are not just children waiting to assume leadership when they are adults. Instead, they have the capacity to lead in their school and communities now.

3. Calendar

Founders will mirror the school calendar for Indianapolis Public Schools. A typical school day will be organized for instruction, independent study, and extra- or co-curricular activities as follows:

Period	Times	Course
1	8:00 a.m. - 8:55 a.m.	History
2	9:00 a.m. - 9:50 a.m.	Art/Music
3	9:55 a.m. - 10:45 a.m.	Logic I/Physical Education
4	10:50 a.m. - 11:40 a.m.	Algebra
Lunch	11:40 a.m. - 12:10 p.m.	N/A
5	12:15 p.m. - 1:05 p.m.	Science
6	1:10 p.m. - 2:00 p.m.	English
7	2:05 p.m. - 2:55 p.m.	Latin I
Study Hall	3:00 p.m. - 3:30 p.m.	N/A
Extra-Curricular	3:45 p.m. - 5:00 p.m.	Athletics, Clubs, Performance Groups, Etc.

4. A Day in the Life

a. Student

Founders follows a liberal arts and sciences curriculum which means students experience both a rigorous and well-balanced education. An eighth grade student at Founders has a learning experience that is knowledge rich, well-ordered, and dialectical in nature; classes are discussion-based with a heavy emphasis on a spirit of inquiry and Socratic questioning. Courses include Literature, History, Algebra I, Science, Latin, Music, Visual Art, Logic I (informal logic), and Physical Education. Literature and history courses in the eighth grade are conducted seminar style where discussions are based on readings of classical literature and original historical documents. For example, as the student considers the 1800's and the Civil War in History, they are reading and discussing *Uncle Tom's Cabin* and *The Red Badge of Courage* in literature. In mathematics, students are expected to be able to understand math in a conceptual way, and therefore offer proofs, in addition to learning algorithms. In science, students learn elements of biology, chemistry, and physics in both a peripatetic manner and via lab experiences. Students at Founders must take at least three courses in Latin before graduating; the level of Latin a student takes depends on the year he or she enters the school. Fine arts are not extras at Founders, but part of the essential learning that helps to cultivate human affections. Eighth graders take one semester of art and one semester of music; these courses consist of history, theory, and performance or practice. Students also take an informal Logic course in grade eight where they learn about logical fallacies (in ninth grade they go on to learn formal logic and eventually classical rhetoric throughout high school). At Founders, eighth graders exercise the body through Physical Education. Physical Education includes exercise, sports, and instruction in health and fitness. At the end of each day, students go to a mandatory study hall period for thirty minutes where they work on homework or receive tutoring from teachers. Students at Founders are encouraged to participate in extra-curricular activities that include academic and service clubs, performance programs, and athletics.

b. Teacher

A teacher of secondary level students teaches five classes per day and monitors a study hall period at the end of the day. A typical teacher has two to three preparations and has two planning periods. One of the planning periods may include a duty (e.g. monitoring hallways, serving in the library, assisting with special projects, etc.) unless the teacher has a morning or after-school duty such as manning the drop off or pick up areas. Teachers are encouraged to sponsor a club, coach a sport, or to engage with students and parents in other capacities after regular school hours. At Founders, teachers participate in weekly faculty meetings, and regular professional development that includes book studies, discussion groups, and targeted training on content and pedagogy. During the summer months, teachers participate in two weeks of professional development prior to pre-planning.

5. Discipline

Please see “**Appendix B: Sample Discipline Plan,**” for a copy of the School’s sample discipline plan.

B. Academic Standards

1. Graduation Requirements

Please see “**Appendix C: Graduation Requirements,**” for a copy of the School’s sample exit standards. These standards will be modified to ensure compliance with Indiana state law.

2. Promotion

A student may be promoted on the basis of academic achievement and/or demonstrated proficiency in the subject matter of the course of grade level. To earn credit in a course, a student must receive a grade of at least 70 and successfully complete all assigned coursework. In addition, at certain grade levels, a student will be required to pass the state-mandated assessment test.

Academic achievement and promotion is reported to parents via report cards which are disseminated every six weeks. The final report card of the academic year will notify parents that their student has been promoted to the next grade level.

C. Curriculum

1. Overview

Founders provides the most time-tested methods of educating students, and at the same time delivers the most cutting-edge education in America. At Founders, today’s students receive a “classical” education. The entire curriculum at Founders is based in the Classical Liberal Arts and Sciences with a strong emphasis on civic education.

A classical education aims to cultivate wise and virtuous men and women who will be responsible citizens of our republic. The curriculum possesses the following characteristics:

1. The curriculum is knowledge-rich and built around the belief that there is a common body of knowledge all members of our society should master in the core areas and in the arts.
2. Classical virtues, as well as principles in self-government and civility, are identified and clearly taught in a seamless manner through course content.
3. Emphasis is placed on minds-on learning and on fostering a spirit of inquiry in students.
4. Standardized tests do not drive the curriculum.
5. Literacy is taught through explicit phonics and traditional grammar and composition in the elementary grades.
6. Greek and Latin root words are taught in upper elementary grades.
7. Latin studies are an integral part of the upper school curriculum.
8. Math is taught conceptually.

9. Science instruction is grounded in a historical context.
10. Logic, classical composition, and rhetoric are emphasized in the upper school grades.
11. Literature and history instruction are rooted in primary sources and in great books.
12. Instruction in the arts includes theory, history, and performance.
13. Students are trained in study skills, planning and organization, close reading of text, and note-taking.
14. Importance is placed on bodily fitness, physical education, in concert with fit minds.

2. Literature

As noted above, one of the hallmarks of a classical education in general—and Founders in particular—is its focus on classic literature. Founders places this focus on the great stories to illustrate for students the virtue and vice evident in human nature and teach important life lessons to help mold character and inform decision-making. As noted by author J. R. R. Tolkien through one of his most beloved literary characters, Mr. Samwise Gamgee:

[T]he great stories . . . [t]he ones that really mattered. Full of darkness and danger, they were. And sometimes you didn't want to know the end. Because how could the end be happy? How could the world go back to the way it was when so much bad had happened? But in the end, it's only a passing thing, this shadow. Even darkness must pass. A new day will come. And when the sun shines it will shine out the clearer. Those were the stories that stayed with you. That meant something, even if you were too small to understand why. But I think . . . I do understand. I know now. Folk in those stories had lots of chances of turning back, only they didn't. They kept going. Because they were holding on to something. . . [t]hat there's some good in this world, . . . and it's worth fighting for.

—The Lord of the Rings

Please see “**Appendix D: Sample Reading List**,” for a copy of the School’s sample reading list.

3. Alignment

Over the past thirteen years, ResponsiveEd’s team of 30+ writers, editors, proofreaders and graphic artists have developed an innovative, individualized curriculum for use in the campuses it operates. The curriculum is currently fully aligned to the Texas State standards. An initial review indicates that it also fully meets Indiana State standards as well as the Common Core standards. Furthermore, each year, ResponsiveEd engages in a complete curriculum review in order to maintain continued alignment with all academic standards.

4. Core Knowledge

The Core Knowledge program seeks to develop cultural literacy within each student. The essentials of what it means to be an educated and well-rounded citizen are pursued. While some may view the Core Knowledge program as a history related program, it is far more than that. It ties together or integrates the learning of all subjects with one another. As the students study a particular culture or period of history at a given grade level, the works of literature discussed are also related to the subject being studied in history. In the same manner, the students see, experience and practice art and music from same cultures or time periods as they are studying in history and literature. Scientists and theories from a common time period are also analyzed. Together, this gives students a greater understanding of the richness of history, literature, art, music and science that runs through our culture and ties us together as Americans.

5. Curricular Tools

Founders utilizes a variety of curricular tools within its overall educational program. Such tools include, but are not limited to, the following:

1. Riggs: Grades K-5 Phonics, Spelling, Writing, and Reading
2. Riggs and Harvey's Grammar: Upper Elementary Grammar
3. Harvey's Grammar: Grades 6-8
4. Singapore Math: Grades K-7 (through Pre-Algebra)
5. Bates Publishing "First Course in Algebra": Grade 8 and Algebra I
6. Core Knowledge History & Geography Student Books and Teacher Guides: Grades K-6
7. Core Knowledge Science Binders: Grades K-5
8. Core Knowledge Poetry Anthologies: Grades K-8
9. Classical Novels: Grades 2-8
10. English from the Roots Up: Greek & Latin Roots for Grades 3-5
11. Latin Alive: Grades 6-8
12. The Art of Argument: Grade 8
13. Alfred's Music Theory Books: Grades 6-8

6. Sample Lessons

Two lessons have been provided to demonstrate how the School's educational model and mission play out in the classroom (see "**Appendix E: Sample Lessons**"). The first is a Kindergarten spelling lesson, providing an example of one of Founders Classical Academy's emphasis on explicit phonics and traditional grammar and composition in the elementary grades. The second is an 8th Grade History lesson. It is an example of Founders Classical Academy's emphasis on primary source documents, literature, the interrelation among various subjects (here, history and literature), and virtue.

For information regarding the curriculum's alignment with Indiana State standards, please see Section II.C.3. above. For information regarding how limited English proficient learners, students with special needs, and students who enter the School below grade level will be engaged in the curriculum, please see Section II.F. below.

D. Assessment

1. Assessment Approach and Tools

Founders Classical Academy utilizes diagnostics, both formative and summative assessments, throughout the entire learning process to improve student learning through effective feedback. The critical element here is that of feedback for the teachers and for the students. These assessments are used to gather information about the students in terms of what they already know or don't know so that attainment of goals for all students is met.

1. End-of-Course Assessments ("ECAs"),
2. Indiana Modified Achievement Standards Test ("IMAST"),
3. Indiana Standards Tool for Alternate Reporting ("ISTAR"),
4. Indiana Statewide Testing for Educational Progress Plus ("ISTEP+"),
5. LAS Links English Proficiency Assessment, and
6. Northwest Evaluation Association ("NWEA") Measures of Academic Progress ("MAP") exam.

Assessments are administered at appropriate and regularly scheduled times throughout the academic year and from one year to the next in order for the information to be used to inform and to adjust. As staff reviews data for individual students, classrooms, subjects, and grade levels, the information assists staff with making appropriate adaptations to what is occurring in the classroom or with individual students to correct any pathways that may not be moving toward the desired outcomes.

Specifically, the results of MAP testing data are extremely valuable. Results are available in a very short time after the assessment and give targeted information related to each student and how they are performing in various areas related to mathematics and reading subject matter. Teachers access this data as tests are given near the beginning of the year as a baseline and can make adaptations for their classroom or individual students as appropriate. The assessments also measure growth during the year which allows a teacher to determine if they are making adequate and appropriate progress toward established goals. This data can be compared to nationally established norms but can also be compared to other like academies within the ResponsiveEd system of schools.

2. Data

Founders Classical Academy will implement data-driven decision-making, of which three primary features are:

- a. Data will always focus on results rather than intentions.
- b. Data will always focus on relevance of information.
- c. Data will always focus on redirection as necessary.

The heart of effective instruction is the monitoring of instruction. If success is to be a systemic foundation for an educational institution, the process of gathering and using data must be a required component of the school. Data that drives decisions has some distinctive characteristics that set it apart from diagnostics.

The process of gathering data is a purposeful and intentional system of bringing together results for review. This is done for individual students as well as the School. Data is gathered at Founders Classical Academy through benchmark testing, various diagnostic tools, and a variety of formative and summative assessments. In addition, it is imperative that effective data must be timely and relevant.

Gathering data is only the first step in decision making. DMAC is the tool used to generate data reports. Founders Classical Academy teachers will use the data to formulate learning plans and school activities. A careful review of a student's performance can inform educators of the steps needed for improvement and success.

Often data is nothing more than an assessment **of** learning. This slicing of data is similar to a medical autopsy to make determinations as to what happened. This type of assessment is a picture that is taken after it's too late to do something to prevent or affect outcomes.

The most effective assessment is used to make decisions **for** learning. This slicing of data is similar to a biopsy. The data is reviewed in order to see if there are problems and make decisions that can address those problems. The process of data gathering and assessment should always be done to affect learning.

All data should create change. If educators seriously focus on improvement and success, data must be gathered, used, and valued. School decisions will always be directly linked back to data, and plans should always be aligned for improvement. It is true that data can be manipulated and modified to support structures already in place. Measuring irrelevant components, slicing the data in methods that give insignificant results, and articulating skewed data can lead to false and misleading information. True assessment of data that measures current realities provides honest and clear information that creates change that leads to improvement. The single most important characteristic of learning is improvement. Education demands improvement. Founders Classical Academy teachers will discuss data and formulate strategies for intervention and collaborate on ways to change instruction based on the data.

If we are truly involved with individual progress, monitoring, and success, there must be interventions embedded in the daily life of the School. School academic operations will include a set strategy of increasingly intensive steps to take when a student is not learning or progressing at an effective pace. This involves scheduled team meetings, assessments, and strategies.

E. Support for Learning

1. Culture

For information regarding the type of culture the School aims to develop, please see Section II.A.2. above.

2. Student Behavior

To function properly, education must provide an equal learning opportunity for all students by recognizing, valuing, and addressing the individual needs of every student.

In addition to the regular curriculum, principles and practices of good citizenship must be taught and modeled by the school staff. This includes an appreciation for the rights of others.

However, no school or school system can discharge these responsibilities if it permits students to act in an objectionable manner or to disregard rules and regulations adopted for the benefit of all persons. The School has both the responsibility and authority to enforce the Student Code of Conduct, question students, counsel them, and assign discipline when deemed appropriate.

Students live and function, as do adults, in the general community. As citizens, students are entitled to our society's benefits; but as citizens, they are also subject to its national, state, and local laws and rules governing various aspects of their conduct. Not all laws are easy to follow, nor need one necessarily agree with each and every law or rule. Often a law or a rule seems unjust or inappropriate, but the law or rule must be obeyed.

In much the same manner, students live and function in a second community as well—namely, the school community. Education confers its own benefits, but it, too, requires acceptance of individual responsibilities. It must at the same time have an orderly and manageable framework within which to operate.

Each member of the school community—staff, parent, and student—must fulfill certain responsibilities if a positive learning environment is to be achieved.

Please see **“Appendix B: Sample Discipline Plan,”** for a copy of the School's sample discipline plan.

3. Family Involvement

Founders Classical Academy will strive to keep parents and/or guardians involved in the happenings on campus through use of one or more of the following mediums:

- 1) On-site informational campus meetings (as needed)
- 2) Annual gatherings allowing questions and parental/community feedback
- 3) Informational newsletters available on-campus for distribution
- 4) Web-based communication of campus/district news
- 5) Prompt e-mail or telephone communication with all levels of campus personnel

Additionally, parents and/or guardians will regularly be provided the opportunity to volunteer their time or resources to help further the vision Founders Classical Academy. Examples would include, but not be limited to, aiding in setup of on-campus activities or spreading the word about the mission of the School. Those who have the chance to volunteer will aid in lifting up Founders Classical Academy to its greatest level of potential.

4. Parental Satisfaction

The school will disseminate parental satisfaction surveys on an annual basis. Results from parental satisfaction surveys will be published annually.

F. Special Student Populations

1. Limited English Proficiency (“LEP”) Students

a. Establishment of Policies and Procedures

The School shall administer a Home Language Survey to identify the first/native language(s) of all students enrolled in the School. The Home Language Survey shall elicit the following information:

1. What is the native language of the student?
2. What language(s) is spoken most often by the student?
3. What language(s) is spoken by the student in the home?

Two steps are necessary to implement this process.

1. Administer the Home Language survey to all students enrolled in the School.
2. Use the Home Language Survey in the enrollment process to identify the native language of each new student at the time of enrollment into the School.

Documentation of a student’s native language shall be recorded in the permanent record. Founders shall implement an identification procedure to survey all students in the School with the above three questions.

As required by the “No Child Left Behind Act,” Founders will assess all students whose first language is other than English to determine whether a student is Fluent English Proficient (“FEP,” see level 5 below) or Limited-English Proficient (“LEP,” see levels 1-4 below). Each spring, all LEP students must participate in the LAS Links English proficiency assessment. Newly-enrolling students must be assessed for identification as LEP using the LAS Links Placement Test within thirty (30) calendar days of enrollment at the beginning of the school year or within two (2) weeks during the school year.

Assessment shall, to the extent possible, include listening, speaking, reading, and writing abilities, as well as academic achievement. Language proficiency levels are described below:

1. Beginner (Level 1): Students performing at this level of English language proficiency begin to demonstrate receptive or productive English skills. They are able to respond to some simple communication tasks.
2. Early Intermediate (Level 2): Students performing at this level of English language proficiency respond with increasing ease to more varied communication tasks.
3. Intermediate (Level 3): Students performing at this level of English language proficiency tailor the English language skills they have been taught to meet their immediate communication and learning needs. They are able to understand and be understood in many basic social situations (while exhibiting many errors of convention) and need support in academic language.

4. Advanced (Level 4): Students performing at this level of English language proficiency combine the elements of the English language in complex, cognitively demanding situations and are able to use English as a means for learning in other academic areas, although some minor errors of conventions are still evident.
5. Fluent English Proficient (Level 5): Students performing at this level of English language proficiency communicate effectively with various audiences on a wide range of familiar and new topics to meet social and academic demands. Students speak, understand, read, write, and comprehend in English without difficulty and display academic achievement comparable to native English speaking peers. In order to attain the English proficiency level of their native English-speaking peers, further linguistic enhancement and refinement are necessary.

NOTE: Oral language skills will not be the sole criterion for determining language proficiency. Academic achievement and writing and reading abilities in English must also be considered as assessed with the LAS Links English proficiency assessment.

Founders will establish standards for placement of language minority students into instructional programs in accordance with the following criteria:

1. Students must be placed age appropriately.
2. If the student is fluent English proficient, placement will be in the regular instructional program.
3. If the student is limited-English proficient, placement will be made into an appropriate instructional program that provides English language development for a minimum of one (1) hour daily.
4. Review previous educational records of students to determine the grade level attained in his/her home country.

Founders will provide equal educational opportunity to language minority students with the appropriate level of English language development to allow for meaningful participation of language minority students in the School's educational program. Such instruction shall take place during the regular school day. A minimum of one (1) hour daily is appropriate for LEP students at English proficiency levels 1-4.

One or more of the following approaches to instruction may be used:

1. Transitional Bilingual Education ("TBE"): TBE is an instructional program in which subjects are taught through two languages—English and the native language of the English language learners—and English is taught as a second language. English language skills, grade promotion and graduation requirements are emphasized and the student's native language is used as a tool to learn content. The primary purpose of these programs is to facilitate the LEP student's transition to an all-English instructional environment

while receiving academic subject instruction in the native language to the extent necessary. As proficiency in English increases, instruction through the student's native language decreases. Transitional bilingual education programs vary in the amount of native language instruction provided and the duration of the program. TBE programs may be early-exit or late-exit, depending on the amount of time a child may spend in the program.

2. English as a Second Language ("ESL"): ESL is an educational approach in which English language learners are instructed in the use of the English language. Their instruction is based on a special curriculum that typically involves little or no use of the native language, focuses on language (as opposed to content) and is usually taught during specific school periods. For the rest of the school day, students may be placed in mainstream classrooms, an immersion program, or a bilingual education program. Every bilingual education program has an ESL component.
3. Pull-Out ESL: A program in which LEP students are "pulled out" of the regular, mainstream classrooms for special instruction in English as a second language.
4. Content-Based ESL: This approach to teaching ESL makes use of instructional materials, learning tasks, and classroom techniques from academic content areas as the vehicle for developing language, content, cognitive and study skills. English is used as the medium of instruction.
5. English for Speakers of Other Languages ("ESOL"): English language development ("ELD") means instruction designed specifically for English language learners to develop their listening, speaking, reading, and writing skills in English. This type of instruction is also known as ESL, "teaching English to speakers of other languages" (TESOL), ESOL. ELD, ESL, TESOL, or ESOL standards are a version of English language arts standards that have been crafted to address the specific developmental stages of students learning English.
6. Sheltered English: An instructional approach used to make academic instruction in English understandable to English language learners to help them acquire proficiency in English while at the same time achieving in content areas. Sheltered English instruction differs from ESL in that English is not taught as a language with a focus on learning the language. Rather, content knowledge and skills are the goals. In the sheltered classroom, teachers use simplified language, physical activities, visual aids, and the environment to teach vocabulary for concept development in mathematics, science, social studies and other subjects.
7. Structured Immersion: In this program, language minority students receive all of their subject matter instruction in their second language. The teacher uses a simplified form of the second language. Students may use their native language in class; however, the teacher uses only the second language. The goal is to help minority language students acquire proficiency in English while at the same time achieving in content areas.

Founders will have specific criteria established to safeguard appropriate placement and subsequent delivery of services to exceptional language minority students. The Pre-Referral process to Special Education should include an assessment in the native language and in English to provide evidence that difficulty exists in both languages. A referral should only be made after all other avenues have been explored and it has been determined that the child's needs cannot be met by the regular education program.

Retention of language minority students shall not be based solely upon English language proficiency. Appropriate classroom modifications should be made for each language minority student to ensure meaningful participation in the educational program.

Founders will continue to provide English language development services to LEP students until they attain an Overall/Composite score of Level 5 on the summative LAS Links English proficiency assessment. Services for Level 4 students may be modified based on the students' needs including:

1. level of proficiency in each language domain, specifically reading and writing;
2. ability to function well with grade level content area curriculum;
3. level of academic achievement in the content areas; and
4. input of ESL teacher and regular classroom teachers.

Upon the first Overall/Composite score of Level 5, students are exited from daily English language development services and reclassified as FEP for reporting purposes and they begin informal monitoring. At this point students no longer generate funding. The following spring, upon the attainment of the second Overall/Composite score of Level 5 on LAS Links, students enter the formal two-year monitoring period required by Title III to ensure continued academic success. After the second score of Level 5, students no longer participate in LAS Links.

Founders will ensure that LEP students in self-contained ESL/Bilingual classes are given as much opportunity as possible to interact with English speaking peers at lunch, recess, in art, music, physical education, and other elective classes.

Founders will provide evidence that communication between the School and the home, whether about language minority student progress or school activities, is conducted, to the extent possible, in the native/preferred language of the home.

Founders maintain records that indicate the following:

1. the native language of the student,
2. the English language proficiency level of the student,
3. the type and frequency of English language development services offered,
4. the instructional and assessment adaptations made based on level of English proficiency, and
5. other intervention strategies employed.

The method of maintaining this information for each language minority student is the Individual Learning Plan ("ILP"). ILPs are developed for each student, and updated annually, based on their Overall/Composite level of English proficiency on

LAS Links. ILPs are developed by the ESL teacher in collaboration with the classroom teacher. Accommodations used on ISTEP+ must be those already in place for regular classroom instruction that are outlined on each ILP.

b. Report and Review

Public Law 221, continuous improvement for all students, encompasses the demonstration of growth of language minority students. Title III of NCLB requires annual improvement of students' English language proficiency as measured by the Annual Measurable Achievement Objectives ("AMAOs"). Founders will be responsible for demonstrating the effectiveness of its services to language minority students in its individual School Improvement Plans. Annual reporting of language minority data through the DOE-LM via the STN Application Center will be submitted to the Office of English Language Learning & Migrant Education.

c. Training

Founders will participate in training programs designed to help the development and implementation of these guidelines offered and facilitated by the Office of English Language Learning & Migrant Education including in-service and technical assistance. Other resources for staff development may include courses available through the Regional Educational Service Centers, various university level courses, annual conferences held by the Office of English Language Learning & Migrant Education, Indiana Teachers of English to Speakers of Other Languages ("INTESOL") and the and national Teachers of English to Speakers of Other Languages ("TESOL") and National Association of Bilingual Education ("NABE") conferences.

2. Special Education Students

a. Overview

Founders is committed to providing high quality instruction and appropriate supplemental services to students with special need. Accordingly, Founders will implement a comprehensive assessment to identify any students with disabilities and, for those identified for additional intervention, an Individualized Education Program ("IEP") will be developed to oversee services. The IEP (34 CFR 300.320-300.324) will include the following:

- 1) a statement of the child's present levels of educational performance and how the child's disability affects the child's involvement and progress in the general curriculum;
- 2) a statement of measurable annual goals, including benchmarks or short-term objectives;
- 3) a statement of the special education and related services and supplementary aids and services to be provided to the child;
- 4) an explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in other activities;
- 5) a statement of any individual modifications in the administration of State or district-wide assessments of student achievement that are needed in order for the child to participate in the assessment;

- 6) the projected date for the beginning of the services and modifications identified and the anticipated frequency, location, and duration of those services and modifications; and
- 7) a statement of how progress toward annual goals will be measured and how the parents will be regularly informed, at least as often as parents of non-disabled students, of their child's progress toward the annual goals and the extent to which that progress is sufficient to enable the child to achieve the goals by the end of the year.

Founders will provide special education and related services to a child with a disability in accordance with the child's IEP and make a good faith effort to assist the child to achieve the goals and objectives or benchmarks listed in the IEP. Review of the IEP will occur annually or more frequently if the student is not being successful. In addition, Extended School Year Services ("EYS") (34 CFR §300.106) will be provided to the child with a disability beyond the regular school year, as necessary in order to provide Free Appropriate Public Education ("FAPE") as determined by a child's IEP.

b. Identification of Students with Special Education Needs

In accordance with 34 CFR 300.301-300.311, the referral of students for a full and individual initial evaluation for possible special education services is a component of Founders' overall general education Response to Intervention ("RTI") system. Prior to referral, students experiencing difficulty in the general classroom are considered for all support services available to all students, such as tutorial, remedial, compensatory, and other services. If the student continues to experience difficulty in the general classroom after the provision of interventions, school personnel document the provision of interventions and refer the student for a full and individual initial evaluation.

Founders will ensure that a full and individual evaluation is conducted for each student being considered for special education and related services. The evaluation is completed before the initial provision of special education and related services and addresses if the student is a "student with a disability" in accordance with federal and state requirements and the educational needs of the student.

Based on the requirements of 34 CFR 300.323, Founders shall have an IEP in effect for each identified student with a disability. Founders will ensure that the IEP is in effect before special education and related services are provided to an eligible child and that the IEP is implemented as soon as possible following the IEP committee meeting.

For a student who is new to Founders, a Transfer IEP committee will meet prior to or upon the student's enrollment. In this case, the parents must verify that the student was receiving special education services in the previous school district or the previous school district must verify in writing or by telephone that the student was receiving special education services. A second IEP committee meeting must be held within 30 school days from the date of the first IEP committee meeting to finalize or develop an IEP based on current information.

c. Evidence-based Instructional Programs, Practices, and Strategies

Inclusion, differentiated instruction, and interactive technology strategies will be implemented as appropriate for students identified with disabilities. Differentiated instruction applies an approach to teaching and learning that gives students multiple options for taking in information and making sense of ideas. This can be done for the special needs learner with or without technology. Differentiated instruction lends itself to the inclusion of all students into the general education classroom, allowing teachers to meet students where they are in order to help them achieve the highest possible standards.

Founders will assure that students with disabilities are educated with non-disabled students to the maximum extent appropriate to meet the student's IEP and overall educational needs (34CFR §300.114 - 300.116). In providing programs, services, and activities for students with disabilities, Founders shall first consider the least restrictive environment of the general education program. Special classes, separate schooling, or other removal of students with disabilities from the general education environment occurs only when the nature and severity of the disability is such that education in general classes, with the use of supplementary aids and services, cannot be achieved satisfactorily.

Founders will provide a FAPE for students with disabilities in order to meet the need for special education and related services (34 CFR 300.115). This includes a variety of placements and makes provision for supplementary services to be provided in conjunction with general education classroom placement.

Students with disabilities will have available to them the variety of educational programs and services available to students without disabilities, accessible facilities and the same instructional regular school day as is provided to all other students. In addition, Founders will ensure that each child with a disability participates with non-disabled students in non-academic and extra-curricular services and activities, including meals, recess periods, and the services and activities set forth in 34 CFR 300.320.

d. Regular Evaluation and Monitoring

In both the development and review (and revision as appropriate) of a child's IEP, the IEP team will consider the strengths of the student and the concerns of the parents for enhancing the education of their child, the results of the initial or most recent evaluation of the child, and, if appropriate, the results of the student's performance on any state or district-wide assessment that has been administered. In addition, the IEP team will also consider special factors such as: whether a child's behavior impedes his or her learning or the learning of others, whether a student is limited English proficient and the language needs of the child as those needs relate to the child's IEP, and what the communication needs of the student are and whether the child needs assistive technology devices/services. Review of the IEP will occur annually or more frequently if the student is not being successful.

e. Promotion and Graduation for Students with Special Needs

Upon the recommendation of the IEP team, a student with disabilities who is receiving special education services may be permitted to graduate under the provisions of his or her IEP. A student who receives special education services and has completed four years of high school, but has not met the requirements of his or her IEP, may participate in graduation ceremonies and receive a Certificate of Attendance. Even if the student participates in graduation ceremonies to receive the Certificate of Attendance, he or she may remain enrolled to complete the IEP and earn his or her high school diploma. However, the student will only be allowed to participate in one graduation ceremony.

f. Qualified Staffing for Students with Special Education Needs

All special education personnel shall be certified, endorsed or licensed in the area or areas of assignment in accordance with 34 CFR §300.156 or appropriate state agency credentials. Founders will employ, minimally, one certified special education teacher. Additional special education personnel (e.g., teachers, paraprofessionals, related service providers, etc.) will either be employed or contracted with depending on the students' needs at the campus.

Using a multi-certified and multi-strength staff provides students at Founders with tailor-made support services to meet each individual need.

3. Students Who Enter Founders Below Grade Level

Founders believes that if we are truly involved with individual progress, monitoring, and success, it is imperative that there be interventions embedded into the daily life of the school to address students who are functioning below grade level. School academic operations will include an established strategy of increasingly intensive steps when a student is not learning or progressing at an effective pace. The following measures will be implemented to monitor and ensure that students are making adequate academic progress:

a. Team Meetings

A collaborative team comprised of educators and administration will be established to address the following tasks:

- 1) Identify and map objectives
- 2) Create schedules for learning
- 3) Develop formative assessments
- 4) Establish criteria for success
- 5) Assess student progress
- 6) Assign interventions

b. Formative Assessments

Founders will conduct periodic assessments to gather data. Educators will utilize the results to monitor student progress. Intervention strategies will be assigned for students not learning.

c. Intervention Strategies

Students identified for additional assistance to ensure adequate academic performance will be engaged in intervention strategies that will focus on the individual needs of the student. Interventions strategies include, but are not be limited to:

- 1) Student Centered: two co-curricular activities, peer tutoring, student council monitoring, privilege system
- 2) Faculty Centered: faculty advisors, team attendance meetings, Good Friend advisors, guided study, tutoring
- 3) Parent Centered: parent monitoring, parent communications, mid-marking period progress reports, daily progress reports

4. Gifted Students

Founders provides students with a rigorous classical education in the liberal arts and sciences. For those students that are academically advanced, additional opportunities will be provided to enhance their education, e.g., additional electives, AP courses.

III. Organizational Viability and Effectiveness

A. Enrollment/Demand

1. Enrollment

Founders intends to enroll 50 students each year in each grade level. Research and experience has shown that student body populations thrive within certain numerical boundaries. Founders has intentionally designed the campus to operate on a scale designed to create effective learning opportunities for each student. This principle is in effect for campus as well as classrooms.

2. Demand/Recruitment

When Founders is introduced into a new community, the School launches a professional, systematic, research-based, and dynamic public awareness campaign. The campaign utilizes a blend of marketing, advertising, public relations, and community engagement to generate awareness of, and interest in, the School. The responsibilities for this process are split between the School's central administrative marketing staff and regional and campus leadership on the ground in the community.

The public awareness campaign involves the use of a variety of high quality, well-designed, publicity materials. These resources include, but are not limited to:

- a. Brochures
- b. Website
- c. Newspaper advertisements
- d. Press releases
- e. Radio advertisements
- f. Flyers
- g. Postcards
- h. Direct Mail

Please see “**Appendix F: Sample Publicity Materials,**” for samples of publicity materials that have been utilized in the promotion of ResponsiveEd’s other classical models.

In addition, the following websites are examples of websites and videos that have been utilized to in the promotion of ResponsiveEd’s other classical models:

- a. Founders Classical Academy Promotional Video: www.vimeo.com/71344034
- b. Founders Classical Academy Website: www.foundersclassical.com
- c. Northwest Arkansas Classical Academy Website: www.nwaclassical.com

In the months leading up to the first year of operation, Founders conducts the public awareness campaign, garnering public interest and support of the school utilizing: (1) a combination of the aforementioned publicity materials, and (2) hosting multiple public “Open House” meetings. The intended—and historically realized—results of such campaigns have been two-fold: (1) support for the school by community leaders, and (2) student enrollment.

3. Allocation of Seats if Demand Exceeds Capacity

If the number of eligible applicants does not exceed the number of vacancies for the building, then all qualified applicants who have timely applied will be offered admission. If there are more eligible applicants than available spaces in the building, then a lottery will be conducted by random drawing in a public meeting at a time set by the administration each year.² A name (or number assigned to a name) will be drawn for each vacancy that exists, and each applicant whose name is drawn will be offered admission. Notification will be made by telephone, e-mail, or U.S. Postal Service. Failure of an applicant to respond within 48 hours of the date of the telephone call or e-mail, or within three (3) business days of a post-marked letter, will forfeit his/her position in the application process. Parents or guardians notified by mail will be instructed to call the school immediately upon receipt of the notice in order to preserve their child’s position in the lottery. The remaining names will then be drawn and placed on a waiting list in the order in which they were drawn. If a vacancy arises before the commencement of the school year, the individual on the waiting list with the lowest number assignment will be offered admission and then removed from the waiting list. If an application is received after the application period has passed, the applicant’s name will be added to the waiting list behind the names of the applicants who timely applied.

Exceptions: Founders will exempt from the lottery students already admitted and siblings of students already admitted.³

² See IND. CODE § 20-24-5-5(b) (“The organizer must determine which of the applicants will be admitted to the charter school or the program, class, grade level, or building by random drawing in a public meeting.”).

³ See IND. CODE § 20-24-5-5(c) (“A charter school may limit new admissions to the charter school to: (1) ensure that a student who attends the charter school during a school year may continue to attend the charter school in subsequent years; and (2) allow the siblings of a student who attends a charter school to attend the charter school.”).

B. Human Resources

1. Teacher Attributes

The School will ensure that the campus is staffed with highly effective teachers to oversee learning. Attributes of an ideal teacher for the School include, but are not limited to, the following:

- a. Teachers are committed to students and their learning.
- b. Teachers are dedicated to making knowledge accessible to all students and believe all students can learn.
- c. Teachers treat students equitably, recognizing the individual differences that distinguish their students from one another and taking these differences into account in their practice.
- d. Teachers know the subjects they teach and how to teach those subjects to students.
- e. Teachers will demonstrate mastery over the subject(s) they teach and have a deep understanding of the history, structure, and real-world applications of the subject.
- f. Teachers are responsible for managing and monitoring student learning.
- g. Teachers are effective at delivering instruction; move fluently through a range of instructional techniques—keeping students motivated, engaged and focused; and know how to organize instruction to meet instructional goals.
- h. Teachers think systematically about their practice and learning from experience.
- i. Teachers will model what it means to be an educated person and practice lifelong learning.
- j. Teachers are members of learning communities.
- k. Teachers will collaborate with others educators at their campus (and beyond) to improve student learning.

2. Recruitment

Led by its Talent Acquisitions Manager, ResponsiveEd's Human Resources Department has recruited and placed the 1,200+ full- and part-time staff currently working at ResponsiveEd's 65+ charter schools throughout Texas and Arkansas. This same team will partner with statewide and community-based organizations to provide a talent pipeline for Founders that will ensure the acquisition of highly qualified, classically trained staff.

In addition, ResponsiveEd has partnered with Hillsdale College to establish ResponsiveEd's classical schools across the country. Established in 1844, Hillsdale is a highly regarded private liberal arts college that provides ResponsiveEd with many valuable services, including assistance in the recruitment, selection, and training of classically trained headmasters. As such, ResponsiveEd will have access to Hillsdale's extensive network as it seeks to identify the headmaster for Founders.

3. Professional Development

a. Headmaster

The Headmaster will receive two formal training sessions each year, as follows:

- Winter Campus Directors Meeting (January or February), and
- Summer Campus Directors Meeting (June).

The purpose of the Campus Directors Meetings is to provide training and an opportunity for collaboration and networking among the leaders. Additionally, the Headmaster will be able to participate in online courses, provided by BLR, to develop leadership and management skills on a continuous basis.

b. Teachers

To prepare teachers for instruction at Founders Classical Academy, a rigorous training is provided from the two to three weeks before school starts each year. This training is a collaborative effort between ResponsiveEd and Hillsdale College. Throughout the year, Hillsdale College sends professors and experts in classical education to observe and assist teachers and staff with providing the best instruction possible. Additionally, specific days are set aside for staff development time which allows local staff the opportunity to explore more deeply and to perfect the ideas expressed in the yearly training. Local and regional staff that are specifically educated and trained in classical methods also spend time in classrooms seeking to assist teachers with methods and general knowledge.

c. Evaluation

The effectiveness of all training programs is evaluated through the utilization of surveys. Immediately following each training event, a survey is administered to gain feedback regarding the effectiveness and quality of the training. Additionally, a follow-up survey is disseminated 90 days post-training, to ascertain how applicable and relevant the training was to the employee over a period of time. Based on the results of the surveys, modifications are made to the training content as necessary and applicable.

4. Staff Evaluation

a. Headmaster

The Headmaster will be evaluated periodically by the Regional Director. The Regional Director will work with the Headmaster to identify areas of improvement and develop an individual improvement plan to target needs. Key elements to the Campus Director evaluations will include:

- 1) Creating a school culture that promotes the ongoing improvement of learning and teaching for students and staff
- 2) Demonstrating commitment to closing the achievement gap
- 3) Providing for school safety
- 4) Leading the development, implementation, and evaluation of a data-driven plan for increasing student achievement, including the use of multiple

- student data elements
- 5) Assisting instructional staff with alignment of curriculum, instruction, and assessment with state and local district learning goals
- 6) Monitoring, assisting and evaluating effective instruction and assessment practices
 - a. Managing both staff and fiscal resources to support student achievement and legal responsibilities
 - b. Partnering with the school community to promote student learning

b. Teachers

Teachers are evaluated regularly and their performance reviewed with the Headmaster who assists with individual goals for improvement and guidance on achieving those goals. This individual improvement plan provides a prescriptive approach to professional development and instructional improvement and may include a variety of proven effective professional learning strategies including mentoring, sessions with an academic specialists, or observations of master teachers. Key elements that drive teacher evaluations include the following:

- 1) Demonstrates effective planning skills
- 2) Implements the lesson plan effectively
- 3) Communicates effectively with the students
- 4) Prepares appropriate evaluation activities
- 5) Provides students with appropriate evaluative feedback
- 6) Displays a thorough knowledge of curriculum and subject matter
- 7) Selects learning content congruent with the prescribed curriculum
- 8) Provides opportunities for individual differences
- 9) Ensures student time on task
- 10) Sets high expectations for student achievement
- 11) Demonstrates evidence of students' academic growth
- 12) Demonstrates evidence of personal organization
- 13) Establishes and maintains discipline
- 14) Organizes students for effective instruction
- 15) Demonstrates effective interpersonal relationships
- 16) Demonstrates employee responsibilities
- 17) Supports school regulations, programs, and policies
- 18) Assumes responsibilities outside the classroom as they relate to the School

5. Staffing

Founders Classical Academy will employ the following positions during the first year of operation: Headmaster: 1, Assistant Headmaster: 1, Office Administrator: 1, Teachers: 17, Special Education Teachers: 2, and Instructional Aides: 3.

6. Compensation Structure

Employees will be compensated in a manner competitive with the local school district, with pay increases in compensation being provided to those who obtain exceptional academic results. The School will offer a comprehensive benefit package for employees, including the following: health insurance, dental insurance, life insurance, supplemental

insurance programs, Cafeteria Plan benefits, 403(b) plan, teacher retirement plan, workers' compensation insurance, and unemployment compensation insurance.

7. Special Education Staffing

All special education personnel shall be certified, endorsed or licensed in the area or areas of assignment in accordance with 34 CFR §300.156 or appropriate state agency credentials. Founders will employ, minimally, one certified special education teacher. Additional special education personnel (e.g., teachers, paraprofessionals, related service providers, etc.) will either be employed or contracted with depending on the students' needs at the campus.

Using a multi-certified and multi-strength staff provides students at Founders with tailor-made support services to meet each individual need.

C. Governance and Management

1. Organizational Structure

The organizational structure of Founders Classical Academy is illustrated as follows: (1) Charter Holder Board of Directors ("Charter Board"), (2) ResponsiveEd, (3) Superintendent, (4) Regional Director, (5) Headmaster, and (6) Teachers/Paraprofessionals.

2. Roles and Responsibilities of School Leaders

a. Charter Board

If this charter proposal is approved, an Indiana nonprofit corporation will be established to serve as the governing authority and charter holder of Founders Classical Academy. As such, the Charter Board shall be structurally independent of ResponsiveEd and shall—in accordance with applicable law and the charter agreement—set and approve broad policies for the School, such as the budget, curriculum, student conduct, school calendars, and dispute resolution procedures.

b. ResponsiveEd

Under the governance of the Charter Board, ResponsiveEd will provide complete turnkey charter management services to the School, including, but not limited to: academics, curriculum development, human resources, accounting, information technology, legal compliance, facility management, marketing, executive planning, professional development, child nutrition, risk management, media relations, policy development, etc.

c. Superintendent

Employed by ResponsiveEd, the Superintendent shall have final decision-making authority for Founders in the area of hiring and firing of the Regional Director and Campus Director and will oversee the primary financial and administrative management responsibility for Founders, including, but not limited to: (1)

personnel and payroll administration; (2) professional development/training; (3) curriculum and testing; (4) contract administration; (5) accounting, budgeting, cash management, and financial reporting; (6) information management systems; (7) insurance; (8) child nutrition services; (9) marketing and recruitment; and (10) public relations activities.

d. Regional Director

Employed by ResponsiveEd, the Regional Director will have primary responsibility for the implementation of Founders' academic programs and systems, will oversee all professional development activities, will be responsible for the educational welfare of the students, and will lead in the development of the educational goals of the community. The Regional Director will promote a shared vision of what the School should be to all stakeholders. In addition, the Regional Director will oversee the development of the culture of the School and will ensure an appropriate balance of time and energy is devoted to goals in the areas of intellectual, physical, social, vocational, emotional, and ethical developmental needs. The Regional Director will regularly monitor implementation of the academic programs and systems with frequent on-site visits and on site meetings with staff.

Indianapolis native, Mr. Derrick Graves, has agreed to move back to his hometown and serve as ResponsiveEd's statewide director. Mr. Graves has worked as a charter school teacher and principal since 2005. During the past two years he served as the Campus Director for ResponsiveEd's Quest Middle School of Coppell. Under Mr. Graves' leadership, Quest earned the Texas Education Agency's highest performance rating of "Exemplary" two years in a row.

e. Headmaster

Employed by the School, the Headmaster will have primary responsibility for all aspects of the School's daily operations and programs, including the day-to-day management of staff and students. The Teachers and staff of Founders will report to the Headmaster. Similarly, the Headmaster will have the responsibility of hiring and firing campus staff, including teachers, campus secretary, and instructional aides.

f. Teachers/Paraprofessionals

Employed by the School, teachers/paraprofessionals are the learning facilitators in the school who maintain direct contact with each student under their care on a day-by-day, moment-by-moment, basis. The Teachers/Paraprofessionals monitor progress, assist the student in overcoming learning difficulties, provide motivation, and, in general, create an environment of loving care.

3. Board Policymaking

The Charter Board develops policies and makes decisions based on changes in law, rule, or regulation; industry best practices; and/or input from the school staff, parents, students, and volunteers.

4. Board Development

By way of development, Founders will work with the Indiana Public Charter Schools Association to obtain initial and continuing board training in the areas of school law, school finance, health and safety, accountability, open meetings, and public records.

5. Staff Recruitment

Led by its Talent Acquisitions Manager, ResponsiveEd's Human Resources Department has recruited and placed the 1,200+ full- and part-time staff currently working at ResponsiveEd's 65+ charter schools throughout Texas and Arkansas. This same team will partner with statewide and community-based organizations to provide a talent pipeline for Founders that will ensure the acquisition of highly qualified, classically trained staff.

In addition, ResponsiveEd has partnered with Hillsdale College to establish ResponsiveEd's classical schools across the country. Established in 1844, Hillsdale is a highly regarded private liberal arts college that provides ResponsiveEd with many valuable services, including assistance in the recruitment, selection, and training of classically trained headmasters. As such, ResponsiveEd will have access to Hillsdale's extensive network as it seeks to identify the headmaster for Founders.

6. Documentation

Please see **"Appendix G: Organizational Documents,"** for copies of the following organizational documents:

- a. Organizational chart,
- b. Articles of incorporation,
- c. By-laws, and
- d. Evidence that ResponsiveEd has been determined by the Internal Revenue Service to be operating under not-for-profit status.

Please see **"Appendix H: Leadership Information,"** for the following information regarding Founders' authorized representative, school administrators, and governing board members:

- a. a background check authorization (included with the unbound original copy only),
- b. a current résumé detailing their qualifications and experiences, and
- c. a memorandum indicating any conflicts of interest.

7. Charter Board

a. Collective Qualifications

The Charter Board will be comprised of a team of 5-7 individuals that represent the education, health, business/finance, and legal sectors—critical qualifications for establishing a high quality charter school and taking stewardship of public funds.

b. Ties to the Local Community

Each member of the Charter Board will have direct ties to the local community, residing and/or working in Indianapolis.

c. Individual Qualifications

As of the submission of this Full Application, Founders Classical Academy has had the following individuals commit to serve on its Charter Board:

- 1) Ms. Valinda Burt: Ms. Burt was born and raised in Washington Township, Indianapolis. She is a graduate of North Central High School and Indiana University—Bloomington. She brings over 10 years of professional accounting experience from one of the Big Four firms as well as being an independent accountant for a local church. Ms. Burt decided to pursue her dream of being a nurse and recently graduated from nursing school at Marian University.
- 2) Mr. Derrick Graves: Indianapolis native, Mr. Derrick Graves, currently resides in Greenwood and serves as ResponsiveEd’s statewide director. Mr. Graves has worked as a charter school teacher and principal since 2005. During the past two years he served as the Campus Director for ResponsiveEd’s Quest Middle School of Coppell. Under Mr. Graves’ leadership, Quest earned the Texas Education Agency’s highest performance rating of “Exemplary” two years in a row.
- 3) Mr. Andy Seibert: Mr. Seibert serves as the Managing Director of Community Partnerships for Teach for America Indianapolis (“TFA”). In this role, Mr. Seibert has demonstrated expertise in community engagement, fundraising, strategic partnerships, and staff recruitment. For example, he has led TFA’s regional efforts to raise \$5.5 million dollars, setting vision and direction for development and managing team execution. He has also managed all of TFA’s school and district partnerships, owning the relationships with Superintendents, Executive Directors of CMOs, and Principals across 40 schools in Indianapolis. In addition, Mr. Seibert has directed the recruitment, selection, and placement for the Indianapolis Principal Fellowship, increasing the number of applications by almost 60% in 2012 and matriculating a cohort that is 86% minority.

d. Recruitment, Selection, and Development

ResponsiveEd will continue to aggressively recruit Charter Board members who have diverse perspectives, backgrounds, experiences, and expertise. The initial five members of the Charter Board will be identified prior to November 21, 2013. The remaining two members of the Charter Board will be identified prior to January 1, 2014.

D. Community Partnerships

Founders will pursue partnerships with organizations in the greater Indianapolis community who support the School's mission and goals. To this end, ResponsiveEd has started building relationships with the following community organizations:

1. Teach for America Indianapolis (Staffing),
2. Meridian Kessler Neighborhood Association (Community Engagement),
3. Indiana Public Charter Schools Association (Professional Development),
4. Southeast Neighborhood Development ("SEND") (Facilities),
5. Ivy Tech Community College (Dual Credit),
6. IFF (Real Estate Consulting Services), and
7. Southeast Community Services (Community Engagement).

E. Financial Management

1. Fiscal Controls and Budget Development

All accounting, purchasing, payroll, and auditing services will be implemented and managed by ResponsiveEd. ResponsiveEd employs a team of finance experts who will oversee the accurate processing and recording of all purchases to ensure full compliance with generally accepted accounting principles.

Payroll budgets are established annually and approved by ResponsiveEd staff, the Regional Director, and School Board based on the size and need of the School. All hires are evaluated and approved by the Regional Director, human resources and finance department for compliance with position qualifications and to ensure alignment with the payroll budget.

In order to ensure financial management at the school level, the Headmaster is responsible to approve all purchases initially. Based on the specific approval levels, some purchases may require a second approval by the Regional Director and/or ResponsiveEd executives for processing. All purchases are then reviewed and processed by ResponsiveEd.

Income statements and cash flow are reviewed monthly against campus budgets with any concerns identified and addressed immediately. Additionally, five-year budgets are prepared annually and are strategically reviewed on an ongoing basis.

Each year, ResponsiveEd conducts a full financial audit of the entire organization in compliance with the auditing standards generally accepted in the United States, with the standards contained in *Government Auditing Standards* issued by the comptroller of the United States and in compliance with OMB 133-A guidelines. The process includes a comprehensive review of all revenues, expenses, and assets to ensure full compliance. In addition, an audit for the charter would be completed annually as required by state regulations and charter authorizer.

2. Fundraising

Founders Classical Academy currently has no planned fundraising efforts. Instead, the budget of the School is based on state and federal funding.

F. Budget

1. Assumptions

While Founders Classical Academy intends on obtaining both the Walton Family Foundation Grant and the Federal Planning and Implementation Grants, neither has been included in the attached revenue projections because neither has been firmly committed. Should these not be awarded, ResponsiveEd will loan startup, build-out, and initial operating funds to the School to be repaid within a 5-year period using the operational surplus.

State funding is based on ADM (353 students in the first year), while expenses are based on ADA (96% of ADM, or approximately 339 students in the first year). When appropriate, the following assumptions have been based on experience gleaned from operations at existing ResponsiveEd schools. (NOTE: Actual and calculated amounts are rounded throughout. Also, the five-year budget does not include increases in revenue per pupil, salaries, or expenses.)

a. Revenue Assumptions

- 1) Per Pupil Payments: \$6,588 per student funding from Basic School Grant for charter schools in Indianapolis Public Schools (60% of \$7,331 = \$4,399) and Washington Township (40% of \$5,471 = \$2,189) for 314 students in grades 1-8. Kindergarten students are paid at half the Per Pupil Payment, at \$3,294 for 39 students (estimated at 1/9 of total student population).
- 2) State Grants—Special Ed: Special Ed students, budgeted at 5% of the total student population, are funded at an estimated \$2,265 per student.
- 3) State Grants—Kindergarten: \$2,400 funding per half day for each Kindergarten student budgeted (the other half of the day is included in the Basic School Grant). Kindergarten students are assumed to be one ninth of the total student population—39 students.
- 4) Federal Grants—Child Nutrition Program: CNP revenues are budgeted to match the Food Service expenses at \$ 105 per ADA student. The program is closely monitored and the budget adjusted based on actual funds received and meals served to ensure the program is fiscally solvent.
- 5) Federal Grants—Title IA Economically Disadvantaged: \$300 per Economically Disadvantaged student budgeted (estimated at 34% of ADM)
- 6) Federal Grants—IDEA B: \$519 per Special Ed student budgeted (estimated at 5% of ADM)
- 7) Other—Walton Grant/ResponsiveEd/Other: \$300,000 from ResponsiveEd or other grants in the startup period.
- 8) Other—ResponsiveEd Facility Buildout Loan: \$ 331,093 (2% of revenues for years 1-5) from ResponsiveEd in the startup period to be repaid in years one through five.

b. Expense Assumptions

- 1) Human Resources-
 - a) Headmaster: \$90,000/yr.
 - b) Assistant Headmaster: \$55,000/yr.
 - c) Teachers (FT) Salaries: \$43,849/yr. is the average pay for a local district teacher with 1 to 2 years' experience (1 regular teacher per 23 regular students and 1 Economically Disadvantaged teacher per 66 Economically Disadvantaged students).
 - d) Special Education: \$43,849/yr. Special Ed teachers also receive an additional \$2,000 per year stipend (1 Special Ed teacher per 8 Special Ed students and 1 Title I teacher per 160 Title I students)
 - e) Clerical Salaries: \$23,850/yr. is current rate at existing ResponsiveEd schools
 - f) Payroll Taxes: 7.65%
 - g) Benefits: 19.21%
 - i. Retirement benefits: 7.50%
 - ii. Group Health and Life Insurance: 7.24%
 - iii. Unemployment: 4.00%
 - iv. Worker's Comp: 0.47%
 - h) Professional Development: \$10.50/ADA/yr. (e.g., seminars, workshops, and/or training materials for staff)
 - i) Substitute Teachers: 2% of teacher salary based on experience at existing ResponsiveEd schools
- 2) Facility
 - a) Facility Rent: Estimated at 10% of total revenues each year.
 - b) Facility Buildout: 2% of total revenues for years 1-5 (incurred in startup year)
 - c) Repay ResponsiveEd Facility Buildout Loan: 2% of total revenues in each year
 - d) Security: \$2,400/yr., increasing \$600 annually based on experience at existing ResponsiveEd schools
 - e) Utilities: \$72,000/yr., increasing \$3,000 annually, to cover electricity, gas, and water based on experience at existing ResponsiveEd schools
 - f) Maintenance: \$35,000/yr. based on experience at existing ResponsiveEd schools
 - g) Other Facility Expenses: \$1,000/yr. based on experience at existing ResponsiveEd schools
- 3) Materials/Supplies/Equipment
 - a) Textbooks and Other Instructional Supplies: \$150 per ADA/yr. Additional reading materials are \$3 per ADA/yr., as well as \$20 per ADA/yr. for testing materials and instructional supplies.
 - b) Special Ed. and Economically Disadvantage Supplies: \$50 per Special Ed student (5% of ADA) plus \$15 per economically disadvantaged (34% of ADA) student/yr. based on experience at existing ResponsiveEd schools
 - c) Student Attendance Incentives: \$6 per ADA/yr. based on experience at existing ResponsiveEd schools

- d) Graduation and End of Year Awards: \$10 per ADA/yr. based on experience at existing ResponsiveEd schools
 - e) Classroom Technology: Initially included in startup, one computer per 5 ADA is budgeted at \$500 per computer. Thereafter, \$20,000 is budgeted per year for printers and other related replacement materials. Computers per student will increase to 1 per 2 students as funds allow.
 - f) Office Supplies: \$20 per ADA/yr. based on experience at existing ResponsiveEd schools
 - g) Classroom Furniture: Initial start-up of \$140/ADM for classroom furniture (e.g., student work areas, chairs, tables, science equipment, other technology, etc.). Thereafter, \$17,650 per year for general maintenance/replacement.
 - h) Copier and Postage Equipment: A copier will be purchased for \$10,000 initially, and a postage meter will be rented at \$780 per year.
 - i) Copying and Reproduction Costs: \$3,600 supplies/copier maintenance based on experience at existing ResponsiveEd schools
 - j) Postage and Shipping: \$1,000/yr for documents and materials sent to and from the School based on experience at existing ResponsiveEd schools
 - k) Telephone: \$3,600/yr. based on experience at existing ResponsiveEd schools
 - l) Internet Access: \$12,000/yr. based on experience at existing ResponsiveEd schools
 - m) Other Materials/Supplies/Equipment: \$4,000/yr. based on experience at existing ResponsiveEd schools
- 4) Additional Costs
- a) Contracted Services—Social Work: \$1,000/yr. based on experience at existing ResponsiveEd schools
 - b) Contracted Services—Health Screening: \$20 per ADA/yr. based on experience at existing ResponsiveEd schools
 - c) Contracted Services—Student Services: \$2,000/yr. based on experience at existing ResponsiveEd schools
 - d) Business Services—Administration Fee: 15% of the yearly Per-Pupil Payment for support services provided by ResponsiveEd, including legal, finance, human resources, information technology, operations, marketing, facility, curriculum, etc.
 - e) General Liability Insurance: \$4,500/yr. based on experience at existing ResponsiveEd schools
 - f) Marketing/Development: \$10,000 Start Up allotment with \$5,000/yr. thereafter for school promotion, advertising, and the school website.
 - g) Legal Expenses: \$1,000/yr for miscellaneous legal fees.
 - h) Accounting/Audit: \$5,000 allotted at Start Up for consulting to set up financial reporting in accordance with Indiana DOE, and \$20,000 per year thereafter
 - i) Transportation/Travel: \$2,000/yr. Professional Development and other travel based on experience at existing ResponsiveEd schools
 - j) Field Trips: \$5,000 per year for off-campus student field trips based on experience at existing ResponsiveEd schools

- k) Food Service: CNP revenues are budgeted to match the Food Service expenses at \$105 per ADA. The program is closely monitored and the budget adjusted based on actual funds received and meals served to ensure the program is fiscally solvent.
- l) Student Bus Passes: \$30 per ADA/yr.
- m) Other: \$6,250/yr. based on experience at existing ResponsiveEd schools

Please see “**Appendix I: Five-Year Budget,**” and “**Appendix J: Cash Flow Analysis for First Fiscal Year of Operation,**” for required financial documentation.

2. Contingency Plans

ResponsiveEd will closely manage the fiscal operations of the School. Immediate expenses will be reviewed on an ongoing basis and plans will be implemented to spend according to receipts in an effort to prevent a negative cash flow. In addition, in the event that the School experiences temporary cash short fall, ResponsiveEd will provide the resources to meet the ongoing operating cash needs on a timely basis.

3. Sufficiency of Funds

The cash flow of the School will be reviewed monthly by the Headmaster, Regional Director, and ResponsiveEd personnel. All expenses will be met through state and federal funding or through third-party grants. ResponsiveEd will continuously monitor funding (secured, anticipated and pending) to ensure no monies are spent without knowing where the source of final funding is coming from and ensuring all budget and regulatory funding requirements are being met in a timely manner.

G. Facility

ResponsiveEd has not yet identified the facilities for the proposed School. The Regional Director will be responsible for researching the community to determine the best location for the School based on the unique demographics of the community and the geographic area of greatest need.

ResponsiveEd will comply with all state and local health and safety requirements described in IC 20-26-7, 20,24, and as required by the Indiana Department of Health, Office of the State Fire Marshall, Department of Public Works and the corresponding local agencies. In addition, ResponsiveEd will adhere to all applicable city or town planning review procedures and ensure that the facility will meet the needs of students who are physically challenged.

The Operations Manager, in collaboration with the Regional Director will oversee all facility lease negotiations and any required building renovations.

ResponsiveEd, under the leadership of the Operations Manager, currently operates a network of 65+ charter school educational facilities and has a proven capacity in effectively managing the necessary details to open and maintain a school facility. To that end, ResponsiveEd is fully aware of and efficient in addressing the following:

1. The process of securing an educational facility that is appropriate and adequate for

- the school's program and targeted population;
- 2. Understanding the costs of securing and improving a facility to meet all federal, state, and local codes and have access to the necessary resources to fund the facility plan; and
- 3. Implementing existing internal policies and procedures for continued operations, maintenance, and repairs for all facilities.

H. Transportation

Founders will ensure that transportation will not be a barrier for any child or family enrolled and has budgeted accordingly for a transportation program to ensure commitment to this statement. Parents will transport their students to the school, or students who have licenses and adequate grades will drive. In addition to these two options, students may also use public buses.

Founders will subsidize the cost of monthly bus ticket purchases for students by creating a budget item to help fund this mode of transportation. Students who will opt to use public buses will apply for a transportation scholarship, which will finance an IndyGo pass.

I. Risk Management

1. Philosophy

Founders Classical Academy's mission is to establish a safe environment for students, staff, and community. It is our goal to create an atmosphere for achievement by instilling confidence in the safety of the School. ResponsiveEd will take an active role in identifying, evaluating, and protecting the physical, financial, and human assets of the School. Activities include reviewing school safety and loss control procedures to avoid and prevent claims, purchasing insurance, and transferring risk through contracts. ResponsiveEd's Risk Management Department collaborates with several administrative departments in order to provide an integrated service and support model. The department assists and supports the School to increase safety awareness and practices and to establish a secure and productive learning environment.

2. Insurance

Please see "**Appendix K: Liability Insurance Coverage**," for a description of the liability insurance coverage amounts and premiums.

J. Timeline

1. November

- a. Identify initial five members of the Charter Board

2. December

- b. Identify remaining two members of the Charter Board
- c. File corporate documents for charter holder

3. January

- a. Finalize CMO Agreement between ResponsiveEd and charter holder

- b. Recruit and hire Headmaster
- 4. February**
 - a. Recruit and hire teachers, paraprofessionals, and other support staff
- 5. March**
 - a. Locate and secure suitable facilities
 - b. Conduct community awareness campaign
- 6. April**
 - a. Facility walk-throughs/site surveys
 - b. Certificate of occupancy/special use permit application
 - c. Develop and implement facility improvement plans (e.g., utilities, fire and safety, ADA, technology, etc.)
 - d. Open-enrollment period and lottery (if needed)
- 7. May**
 - a. Sign lease agreement for facility
 - b. Order school furniture and supplies
 - c. Order computers and associated hardware
 - d. Headmaster training
- 8. June**
 - a. Order curriculum
 - b. Install visitor management software
 - c. Install premise wiring plan
 - d. Order ISP service for campus
 - e. Host New Campus Director Training
 - f. Train Headmaster and Administrative Assistant on Applidesk software
 - g. Connect and test all technology hardware and software applications
- 9. July**
 - a. Receive curriculum
 - b. Host New Employee Orientation
 - c. Create school calendar
 - d. Facilitate staff trainings – job specific trainings, character education training
 - e. Ensure all health and safety equipment and supplies are available at the School
 - f. Host dyslexia training
- 10. August**
 - a. Open school

IV. Summary of Strengths

ResponsiveEd and Founders Classical Academy will provide more than an excellent educational experience for the students; we will provide hope to families searching for a more meaningful life for their children. We will provide academic preparation and life skills for students to succeed in college and the career of their choice. We will provide lifelong learners endowed with knowledge, wisdom, and virtue to lead families and communities to a better future.

For fifteen years, ResponsiveEd has been an innovator, offering a variety of educational options to parents and students. Currently, students in over 65 schools in Texas and Arkansas are learning through multiple educational models designed to meet the needs of the students, parents, and communities. Recognizing the success of ResponsiveEd in meeting those needs, the Texas Education Agency has approved ResponsiveEd to open an additional 10 schools in 2014-15.

At Founders Classical Academy, students of all backgrounds will be paid the compliment of being challenged by rigorous curriculum. Young minds are constantly, actively absorbing information from a myriad of sources. Too often, in the absence of content-rich, edifying material, those minds occupy themselves with superficial, morally ambiguous, ideas masquerading as knowledge.

Our curriculum, rooted in the approach of ancient Greece and Rome which over a millennia has propelled Western Civilization to the pinnacle of humanity in civic institutions, personal liberty, economic stability, peace, and security equips students with the tools to become well rounded individuals who know who they are and understand the world around them. Through the proper hierarchy of knowledge, a focus on “The Classics,” and holistic instruction, Founders Classical Academy will deliver classic liberal arts and sciences with strong emphasis on civic duty. Graduates of Founders Classical Academy will not just make the grade, they will make the difference.

APPENDICES

APPENDIX A: COMMUNITY SCHOOL PERFORMANCE INFORMATION

The following is the demographic and performance information for the schools that Founders' targeted student population would normally attend.

1. Arsenal Technical High School (9-12)

2013 Enrollment by Ethnicity		2012 PL 221 Grade
Ethnicity	#	
American Indian	11	D
Asian	6	
Black	1,295	
Hispanic	426	
Multiracial	83	
White	461	
Free Meals	1,769	

2. Brookside School (K-6)

2013 Enrollment by Ethnicity		2012 PL 221 Grade
Ethnicity	#	
American Indian	0	F
Asian	0	
Black	431	
Hispanic	37	
Multiracial	41	
White	121	
Free Meals	578	

3. Butler Elementary School (K-6)

2013 Enrollment by Ethnicity		2012 PL 221 Grade
Ethnicity	#	
American Indian	1	B
Asian	4	
Black	4	
Hispanic	24	
Multiracial	4	
Native Hawaiian or Other Pacific Islander	1	
White	418	
Free Meals	209	

4. Center for Inquiry (K-8)

2013 Enrollment by Ethnicity		2012 PL 221 Grade
Ethnicity	#	
American Indian	2	B
Asian	6	
Black	77	
Hispanic	31	
Multiracial	23	
White	208	
Free Meals	115	

5. Center for Inquiry III (PK-6)

2013 Enrollment by Ethnicity		2012 PL 221 Grade
Ethnicity	#	
American Indian	1	D
Asian	2	
Black	115	
Hispanic	15	
Multiracial	15	
White	58	
Free Meals	112	

6. Cold Spring School (K-8)

2013 Enrollment by Ethnicity		2012 PL 221 Grade
Ethnicity	#	
American Indian	0	C
Asian	0	
Black	198	
Hispanic	16	
Multiracial	23	
White	16	
Free Meals	200	

7. Crispus Attucks Medical Magnet High School (6-12)

2013 Enrollment by Ethnicity		2012 PL 221 Grade
Ethnicity	#	
American Indian	0	A
Asian	1	
Black	237	
Hispanic	78	
Multiracial	24	
White	32	
Free Meals	246	

8. Elder W Diggs School (PK-6)

2013 Enrollment by Ethnicity		2012 PL 221 Grade
Ethnicity	#	
American Indian	0	F
Asian	0	
Black	519	
Hispanic	10	
Multiracial	14	
White	11	
Free Meals	459	

9. Francis W. Parker School (PK-8)

2013 Enrollment by Ethnicity		2012 PL 221 Grade
Ethnicity	#	
American Indian	0	B
Asian	2	
Black	206	
Hispanic	33	
Multiracial	9	
White	30	
Free Meals	229	

10. George W. Julian High School (K-6)

2013 Enrollment by Ethnicity		2012 PL 221 Grade
Ethnicity	#	
American Indian	1	C
Asian	1	
Black	50	
Hispanic	124	
Multiracial	15	
White	78	
Free Meals	212	

11. George Washington Community High School (5-12)

2013 Enrollment by Ethnicity		2012 PL 221 Grade
Ethnicity	#	
American Indian	2	C
Asian	2	
Black	150	
Hispanic	169	
Multiracial	19	
White	196	
Free Meals	395	

12. George Washington Elementary School (PK-6)

2013 Enrollment by Ethnicity		2012 PL 221 Grade
Ethnicity	#	
American Indian	0	F
Asian	0	
Black	191	
Hispanic	201	
Multiracial	4	
White	2	
Free Meals	354	

13. H. L. Harshman Middle School (7-8)

2013 Enrollment by Ethnicity		2012 PL 221 Grade
Ethnicity	#	
American Indian	0	B
Asian	2	
Black	128	
Hispanic	159	
Multiracial	7	
White	83	
Free Meals	324	

14. James Russell Lowell School (K-6)

2013 Enrollment by Ethnicity		2012 PL 221 Grade
Ethnicity	#	
American Indian	0	F
Asian	0	
Black	337	
Hispanic	193	
Multiracial	17	
White	21	
Free Meals	512	

15. Joyce Kilmer School (K-6)

2013 Enrollment by Ethnicity		2012 PL 221 Grade
Ethnicity	#	
American Indian	0	F
Asian	1	
Black	416	
Hispanic	12	
Multiracial	14	
White	5	
Free Meals	391	

16. Louis B. Russell Jr. School (PK-6)

2013 Enrollment by Ethnicity		2012 PL 221 Grade
Ethnicity	#	
American Indian	0	F
Asian	0	
Black	439	
Hispanic	2	
Multiracial	8	
White	8	
Free Meals	403	

17. Ralph Waldo Emerson School (K-6)

2013 Enrollment by Ethnicity		2012 PL 221 Grade
Ethnicity	#	
American Indian	0	F
Asian	1	
Black	171	
Hispanic	37	
Multiracial	38	
White	123	
Free Meals	325	

18. Riverside School (PK-6)

2013 Enrollment by Ethnicity		2012 PL 221 Grade
Ethnicity	#	
American Indian	0	F
Asian	1	
Black	370	
Hispanic	35	
Multiracial	12	
White	52	
Free Meals	420	

19. Shortridge Law & Public Policy Mg High School (6-12)

2013 Enrollment by Ethnicity		2012 PL 221 Grade
Ethnicity	#	
American Indian	0	D
Asian	2	
Black	226	
Hispanic	56	
Multiracial	10	
White	41	
Free Meals	231	

20. Theodore Potter School (K-6)

2013 Enrollment by Ethnicity		2012 PL 221 Grade
Ethnicity	#	
American Indian	0	D
Asian	0	
Black	99	
Hispanic	150	
Multiracial	14	
White	25	
Free Meals	244	

21. Thomas D. Gregg School (PK-6)

2013 Enrollment by Ethnicity		2012 PL 221 Grade
Ethnicity	#	
American Indian	0	F
Asian	0	
Black	237	
Hispanic	261	
Multiracial	30	
White	94	
Free Meals	584	

22. Washington Irving Elementary School (PK-5)

2013 Enrollment by Ethnicity		2012 PL 221 Grade
Ethnicity	#	
American Indian	2	F
Asian	2	
Black	78	
Hispanic	476	
Multiracial	14	
White	47	
Free Meals	554	

23. Wendell Phillips School (K-6)

2013 Enrollment by Ethnicity		2012 PL 221 Grade
Ethnicity	#	
American Indian	0	D
Asian	0	
Black	272	
Hispanic	54	
Multiracial	15	
White	46	
Free Meals	334	

APPENDIX B: SAMPLE DISCIPLINE PLAN

A. Practices to Promote Good Discipline

To function properly, education must provide an equal learning opportunity for all students by recognizing, valuing, and addressing the individual needs of every student. In addition to the regular curriculum, principles, and practices of character and good citizenship will be taught and modeled by the school staff. This includes an appreciation for the rights of others. Any conduct that interferes with—or may reasonably be considered to interfere with—a “school purpose” (as defined in IC 20-33-8-4); an “educational function” (as defined in IC 20-33-8-2); or the health, safety or well-being or rights of other students is prohibited.

B. Preliminary List of the Offenses for Which Students Must and May be Suspended or Expelled

1. General Overview

A student may be suspended or expelled, subject to certain procedural requirements, for:

1. student misconduct;
2. substantial disobedience; or
3. unlawful activity on or off “school grounds” (as defined in IC 20-33-8-5) if:
 - a. the unlawful activity may reasonably be considered to be an interference with school purposes or an educational function; or
 - b. the student’s removal is necessary to restore order or protect persons on school property; including an unlawful activity during weekends, holidays, other school breaks, and the summer period when a student may not be attending classes or other school functions.

2. Preliminary List of Offenses

Level I: Major Offenses

Examples (not inclusive list)

1. Being in an unauthorized area
2. Computer system violations
3. Disrespect of school staff and persons in authority
4. Failure to complete assigned homework
5. Failure to comply with directives of school staff (insubordination)
6. Failure to comply with school dress code policies
7. Failure to leave campus within 30 minutes of school dismissal (unless involved in an activity under the supervision of school staff)
8. Failure to report known hazing, harassment, or bullying of students
9. Hazing, harassment, or bullying of students (verbal)
10. Inappropriate behavior (not abusive, threatening, violent)
11. Inappropriate public display of affection
12. Inappropriate physical contact not defined as a Level II, Level III, or Level IV offense
13. Insensitivity to others
14. Parking infraction

15. Persistent tardiness
16. Possessing any electronic devices without permission
17. Possessing matches, lighters, etc.
18. Skipping class, detention, or tutorial sessions
19. Using a skateboard, scooter, and/or roller blades while on campus
20. Using any telecommunications or other electronic devices, without permission, during school hours
21. Vehicle operation infraction

Appropriate Disciplinary Actions

1. Behavioral contracts or individually developed behavior management plans
2. Classroom management techniques
3. Community service
4. Counseling by teachers or Headmaster
5. Demerits
6. Detention
7. Fee for the return of telecommunications device that has been confiscated
8. In-school suspension up to 10 days
9. Parent contracts to restrict home privileges
10. Parent observations in student's classes
11. Parent conference with teacher or Headmaster
12. Peer mediation
13. Placement in another appropriate classroom
14. Restitution/restoration, if applicable
15. Saturday school
16. Seating changes within the classroom
17. Temporary or permanent confiscation of items that are prohibited and/or disrupt the educational process
18. Withdrawal of privileges, such as parking privileges, participation in extracurricular activities, eligibility for seeking and holding honorary offices, membership in school-recognized clubs or organizations, etc.

NOTE: Disciplinary actions may be used individually or in combination for any offense.

NOTE: No employee or agent of the school shall cause corporal punishment to be inflicted upon a student to reform unacceptable conduct or as a consequence for unacceptable conduct.

Level II: Discretionary Suspension

Examples (not inclusive list)

1. Academic dishonesty
2. Being a member of, pledging to become a member of, joining, or soliciting another person to join, or pledge to become a member of a school fraternity, sorority, secret society, or gang
3. "Bullying" (as defined in IC 20-33-8-0.2) (verbal or written)
4. Bypassing of internet blocks on school computers or networks to enter unapproved sites

5. Cyberbullying (i.e., bullying through the use of data or computer software that is accessed through a: (a) computer, (b) computer system, or (c) computer network of a school corporation)
6. Engaging in conduct that constitutes sexual harassment (verbal or written)
7. Failure to comply with conditions of in-school suspension placement
8. Failure to comply with school medication policies
9. Falsification of school records
10. Fighting/mutual combat
11. Gambling
12. Gang activity (nonviolent)
13. Interference with school activities or discipline
14. Leaving classroom, school property, or school-sponsored events without permission
15. Making an obscene gesture
16. Persistent Level I offenses (two Level I offenses within a period of 45 rolling school days)
17. Possessing a look-alike weapon, including without limitation, BB guns, CO² guns, air pistols or rifles, pellet guns, or any other device designed to appear to be a firearm or other weapon
18. Possessing "ammunition" (as defined in IC 35-47-1-2.5)
19. Possessing drug paraphernalia
20. Possessing or selling "look-alike" drugs
21. Possessing or using fireworks or other explosive devices
22. Possessing or using tobacco
23. Possessing prescription drugs, giving a prescription drug to another student, or possessing or being under the influence of another person's prescription drug
24. Possessing, viewing, or distributing pictures, text messages, e-mails, or other material of a sexual nature in any media format
25. Refusing to allow student search
26. Theft
27. Threats (nonviolent/verbal or written)
28. Unruly, disruptive, or abusive behavior that interferes with the teacher's ability to communicate effectively with the students in the class
29. Use of profanity or vulgar/offensive language (verbal or written)
30. Using the Internet or other electronic communications to threaten students or employees, or cause disruption to the school program
31. Willful destruction of school or personal property and/or vandalism

Appropriate Disciplinary Actions

1. Level I disciplinary techniques
2. Disciplinary actions authorized in IC 20-33-8-25
3. Suspension for a period of time consistent with IC 20-33-8-18

NOTE: Disciplinary actions may be used individually or in combination for any offense.

Level III: Mandatory Suspension and Discretionary Expulsion

Examples (not inclusive list)

1. "Bullying" (as defined in IC 20-33-8-0.2) (physical)

2. Burglary of a motor vehicle on campus
3. Deliberate destruction of or tampering with school computer data or networks
4. Engaging in conduct that constitutes sexual harassment (physical)
5. Gang activity (violent)
6. Inappropriate exposure of body parts
7. Inappropriate sexual conduct
8. Persistent Level I offenses (four Level I offenses within a period of 45 rolling school days)
9. Persistent Level II offenses (two Level II offenses within a period of 45 rolling school days)
10. Possessing any object used in a way that threatens or inflicts bodily injury to another person
11. Possessing, selling, distributing, or under the influence of a drugs
12. Targeting someone for bodily harm
13. Threats (violent/verbal or written)

Appropriate Disciplinary Actions

1. Disciplinary actions authorized in IC 20-33-8-25
2. Suspension for a period of time consistent with IC 20-33-8-18
3. Expulsion for a period of time consistent with IC 20-33-8-20

Level IV: Mandatory Expulsion

Examples (not inclusive list)

1. Bringing a “firearm” (as defined in IC 35-47-1-5) to school or on school property
2. Possessing a “firearm” (as defined in IC 35-47-1-5) on school property
3. Bringing a “destructive device” (as defined in IC 35-47.5-2-4) to school or on school property
4. Possessing a “destructive device” (as defined in IC 35-47.5-2-4) on school property
5. Bringing a “deadly weapon” (as defined in IC 35-41-1-8) to school or on school property
6. Possessing a “deadly weapon” (as defined in IC 35-41-1-8) on school property

Appropriate Disciplinary Actions

1. Expulsion for a period of time consistent with IC 20-33-8-16

C. Rights of Students with Disabilities in Disciplinary Action

Disciplinary action against a student who is a child with a disability (as defined in IC 20-35-1-2) is subject to the:

1. procedural requirements of 20 U.S.C. 1415; and
2. rules adopted by the state board (as provided in 511 IAC 7-44).

D. Appeal Process for Students Facing Expulsion

The School’s Superintendent may conduct an expulsion meeting or appoint one (1) of the following to conduct an expulsion meeting:

1. Legal counsel.
2. A member of the administrative staff if the member:

- a. has not expelled the student during the current school year; and
- b. was not involved in the events giving rise to the expulsion.

The Superintendent (or designee) may issue subpoenas, compel the attendance of witnesses, and administer oaths to persons giving testimony at an expulsion meeting.

An expulsion may take place only after the student and the student's parent are given notice of their right to appear at an expulsion meeting with the superintendent (or designee). Notice of the right to appear at an expulsion meeting must:

1. be made by certified mail or by personal delivery;
2. contain the reasons for the expulsion; and
3. contain the procedure for requesting an expulsion meeting.

The individual conducting an expulsion meeting:

1. shall make a written summary of the evidence heard at the expulsion meeting;
2. may take action that the individual finds appropriate; and
3. must give notice of the action taken under subdivision 2. to the student and the student's parent.

If the student or the student's parent, no later than ten (10) days of receipt of a notice of action taken above, makes a written appeal to the governing body, the governing body:

1. shall hold a meeting to consider:
 - a. the written summary of evidence prepared by the Superintendent (or designee); and
 - b. the arguments of the Headmaster and the student or the student's parent; unless the governing body has voted not to hear appeals of expulsion actions; and
2. may take action that the governing body finds appropriate.

The decision of the governing body may be appealed only by judicial review (IC 20-33-8-21).

A student or a student's parent who fails to request and appear at an expulsion meeting after receipt of notice of the right to appear at an expulsion meeting forfeits all rights administratively to contest and appeal the expulsion. For purposes of this section, notice of the right to appear at an expulsion meeting or notice of the action taken at an expulsion meeting is effectively given at the time when the request or notice is delivered personally or sent by certified mail to a student and the student's parent.

The governing body may vote to not hear appeals of expulsion actions. If the governing body votes to not hear appeals, subsequent to the date on which the vote is taken, a student or parent may appeal only by judicial review (IC 20-33-8-21).

E. Parents Informed of the School's Discipline Policy

The School's discipline policy will be included in the School's Parent/Student Handbook. In order to comply with the publicity requirements of IC 20-33-8-12, the Parent/Student Handbook will be made available to students and parents in print and electronic media.

APPENDIX C: GRADUATION REQUIREMENTS

Graduation Requirements: 26 Credits Plus Advanced Measures Required for Graduation

History

- _____ Western Civilization I
- _____ Western Civilization II
- _____ American History
- _____ World History, 20th Century

Civics and Economics

- _____ American Government (.5 credit)
- _____ Economics (.5 credit)

Literature

- _____ English I (Greco-Roman)
- _____ English II (Medieval-Romantic)
- _____ English III (American)
- _____ English IV (Modern)

Composition

- _____ Composition I

Speech

- _____ Rhetoric (.5 credit)

Mathematics (only 4 credits needed)

- _____ [Algebra I]
- _____ [Geometry]
- _____ Algebra II
- _____ Pre-Calculus
- _____ Calculus

Science

- _____ Biology
- _____ Chemistry
- _____ AP Biology
- _____ Physics

Foreign Language

- _____ Latin I
- _____ Latin II
- _____ Latin III

Philosophy

- _____ Logic I (Informal Logic) (.5 credit)
- _____ Logic II (Formal Logic) (.5 credit)
- _____ Paideia
- _____ Moral Philosophy (.5 credit)

Fine Arts (1 credit needed for graduation)

- _____ Art (.5 credit)
- _____ Music (.5 credit)

- _____ Theater (.5 credit)

Physical Education (1 credit needed)

- _____ In-School or External PE

Additional Electives (2 credits)

Advanced Measures*

- _____ 1 _____
- _____ 2 _____
- _____ 3 _____
- _____ 4 - Senior Thesis (required)

* Advanced Measures

A student also must achieve any combination of four of the following advanced measures. Original research may not be used for more than two of the four advanced measures. The measures must focus on demonstrated student performance at the college or professional level. Student performance on advanced measures must be assessed through an external review process. The student may choose from the following options:

(1) original research/project that is:

-judged by a panel of professionals in the field that is the focus of the project; or

-conducted under the direction of mentor(s) and reported to an appropriate audience (i.e. History Day project, Science Fair project, and Senior Thesis); and

(2) test data showing a student has earned:

-a score of three or above on the College Board Advanced Placement examination; or

-a score on the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT / NMSQT) that qualifies the student for recognition as a commended scholar or higher by the College Board and National Merit Scholarship Corporation. The PSAT/NMSQT score shall count as only one advanced measure regardless of the number of honors received by the student.

APPENDIX D: SAMPLE READING LIST

Kindergarten

School Year

1. Mother Goose and other traditional poems
2. Goldilocks and the Three Bears
3. The Legend of Jumping Mouse
4. The Three Billy Goats Gruff
5. The Three Little Pigs
6. Cinderella
7. The Little Red Hen
8. Little Red Riding Hood
9. Snow White and the Seven Dwarfs
10. Johnny Appleseed
11. Chicken Little
12. The Ugly Duckling
13. Selections from Winnie the Pooh
14. How many Spots Does a Leopard Have?
15. A Tug of War
16. The Lion and the Mouse
17. The Grasshopper and the Ants
18. The Dog and His Shadow
19. The Hare and the Tortoise
20. The Bremen Town Musicians
21. Momotaro: Peach Boy
22. The Wolf and the Kids
23. King Midas and the Golden Touch
24. The Velveteen Rabbit

Incoming Summer Reading: Parent Selections from . . .

1. A Treasury of More than 300 Classic Nursery Rhymes
2. Mother Goose's Nursery Rhymes

First Grade

School Year

1. The Boy at the Dike
2. The Frog Prince
3. Hansel and Gretel
4. Selections from The House at Pooh Corner
5. How Anansi Got Stories from the Sky God
6. It Could Always Be Worse
7. Jack and the Beanstalk
8. The Knee-High Man
9. Medio Pollito
10. The Pied Piper of Hamelin
11. Pinocchio
12. The Princess and the Pea

13. Puss-in-Boots
14. Rapunzel
15. Rumpelstiltskin
16. Sleeping Beauty
17. The Tale of Peter Rabbit
18. Tales of Br'er Rabbit
19. Why the Owl Has Big Eyes
20. The Boy Who Cried Wolf
21. The Dog in the Manger
22. The Wolf in Sheep's Clothing
23. The Maid and the Milk Pail
24. The Fox and the Grapes
25. The Goose and the Golden Eggs
26. Little Red Riding Hood
27. Tom Thumb
28. Thumbelina
29. Little Finger of the Watermelon Patch

Incoming Summer Reading: Parent Selections from . . .

1. The Cat in the Hat: Green Eggs and Ham
2. The Cat in the Hat: Hop on Pop
3. The Cat in the Hat: Put Me in the Zoo
4. The Cat in the Hat: One Fish, Two Fish
5. The Tale of Benjamin Bunny
6. The Tale of Tom Kitten
7. The Tale of Jemima Puddle-Duck
8. Winnie the Pooh
9. Now We Are Six
10. When We Were Very Young
11. Curious George Books
12. Amelia Bedelia Books
13. Corduroy
14. Mother Goose's Nursery Rhymes
15. Aesop's Fables

Second Grade

School Year

1. Charlotte's Webb
2. Stuart Little
3. Little House in the Big Woods
4. Peter Pan
5. Hour of the Olympics
6. Pinocchio

Incoming Summer Reading: Parent Selections from . . .

1. Just So Stories
2. The George and Martha Series
3. Owl Moon
4. A Chair for My Mother

5. The Biggest Bear
6. Roxaboxen
7. Will You Sign Here, John Hancock?
8. DK Eyewitness Books – Ancient Greece
9. Books by Tomie de Paola
10. Magic School Bus Books

Third Grade

School Year

1. Alice in Wonderland
2. The Chocolate Touch
3. The Wind in the Willows
4. Aladdin and Other Favorite Arabian Nights Stories
5. Vacation Under the Volcano.

Incoming Summer Reading: Two Selections from . . .

1. The Magician's Nephew
2. On the Banks of Plum Creek
3. The Long Winter
4. Sarah, Plain and Tall
5. Henry and Ribsy

Fourth Grade

School Year

1. Robinson Crusoe
2. Legend of Sleepy Hollow
3. Gulliver's Travels
4. Polyanna
5. Robin Hood
6. Tales of King Arthur
7. Treasure Island
8. The Shakespeare Stealer
9. Tales from Shakespeare

Incoming Summer Reading: Two Selections from . . .

1. The Reluctant Dragon
2. Guns for General Washington
3. The Horse and His Boy
4. The Sword in the Tree
5. Can't You Make Them Behave, King George?

Fifth Grade

School Year

1. Sherlock Holmes
2. Don Quixote
3. Autobiography of Frederick Douglass
4. Little Women

5. A Secret Garden
6. Adventures of Tom Sawyer
7. A Midsummer Night's Dream

Incoming Summer Reading: Two Selections from . . .

1. Number the Stars
2. Prince Caspian
3. Mr. Lincoln's Drummer
4. Heidi
5. The Shakespeare Stealer

Sixth Grade

School Year

1. Iliad and Odyssey (Children's Homer)
2. The Prince and the Pauper
3. The Call of the Wild
4. The Scarlet Pimpernel
5. Julius Caesar
6. Count of Monte Cristo (Abridged)

Incoming Summer Reading

1. The Golden Fleece and the Heroes Who Lived Before Achilles
2. One selection from:
 - a. Herodotus and the Road to History
 - b. Archimedes and the Door of Science
 - c. Augustus Caesar's World
 - d. The Giver
 - e. The Hobbit
 - f. Up From Slavery

Seventh Grade

School Year

1. Fahrenheit 451
2. The Strange Case of Dr. Jekyll and Mr. Hyde
3. Cyrano de Bergerac
4. Diary of a Young Girl
5. Romeo and Juliet
6. Animal Farm

Incoming Summer Reading

1. All Quiet on the Western Front
2. One selection from:
 - a. Around the World in Eighty Days
 - b. If I Perish
 - c. Seawolf
 - d. Black Arrow
 - e. The Fellowship of the Ring
 - f. The Jungle Book

Eighth Grade

School Year

1. Autobiography of Benjamin Franklin
2. Lord of the Flies
3. Uncle Tom's Cabin
4. To Kill a Mockingbird
5. Much Ado About Nothing
6. Red Badge of Courage

Incoming Summer Reading

1. Frankenstein
2. One selection from:
 - a. Amazing Grace: William Wilberforce and the Heroic Campaign to end Slavery
 - b. George Washington's World
 - c. Abraham Lincoln's World
 - d. Rip Van Winkle & Other Stories
 - e. The Two Towers

Ninth Grade

School Year

1. Iliad
2. Oedipus the King
3. Antigone
4. Aeneid
5. Republic
6. Julius Caesar

Incoming Summer Reading

1. The Odyssey
2. Herodotus and the Road to History
3. Selections from Mythology (Introduction to Classical Mythology, The Titans and Twelve Great Olympians, Perseus, Hercules, and The Judgment of Paris)

Tenth Grade

School Year

1. Canterbury Tales
2. Hamlet
3. Shakespeare's sonnets
4. Paradise Lost and selected poems of Milton
5. Pride and Prejudice
6. English romantic poetry
7. Hard Times

Incoming Summer Reading

1. Sir Gawain and the Green Knight
2. A Little History of the World (Chapters 7-9, 12-13, and 15-17)
3. One selection from:

- a. The Emperor's Winding Sheet
- b. Anna of Byzantium

Eleventh Grade

School Year

1. Scarlet Letter
2. Moby Dick
3. Walden
4. The Tempest
5. Romantic poetry
6. Poetry by Elliot
7. Short stories from Flannery O'Connor

Incoming Summer Reading

1. The Autobiography of Benjamin Franklin
2. The Adventures of Huckleberry Finn
3. Gorgias, the Benjamin Jowett translation

Twelfth Grade

1. Crime and Punishment
2. Thus Spoke Zarathustra
3. The Abolition of Man
4. Crime and Punishment
5. Heart of Darkness
6. Dubliners

APPENDIX E: SAMPLE LESSONS

KINDERGARTEN SPELLING

Lesson Objectives:

Students will successfully decode, encode and recode spelling words.

Modifications: Two students will use preprinted spelling papers for handwriting.

Materials:

All students: "What Sounds Do You Hear" paper and Riggs Practice paper

Two students: "What Sounds Do You Hear" paper and preprinted spelling paper.

Outline of procedures:

Step 1: Project "What Sounds Do You Hear" on the board.

Step 2: Spelling words and script:

1. just Can I have **just** one more? JUST

What is the first sound you hear? /j/ Good, write it. What is the next sound that you hear? /u/ Good, write it. What is the third sound you hear? /s/ Good, write it. What is the last sound that you hear? /t/ Good, write it. Please read that word back to me. (kids read back just). What is the first sound? (They answer /j/ and you write it on the board.) What is the second sound (they answer /u/ and you write it on the board). What is the third sound? (they answer /s/ and you write it on the board). What is the last sound you hear? (they answer /t/ and you write it on the board.) Good, just. Make sure your just looks like my just and practice writing it. (they should say each individual sound and the word as they are writing)

2. gust That was a huge **gust** of wind! GUST

What is the first sound you hear? /g/. Good, write it. What is the next sound that you hear? /u/ Good, write it. What is the third sound you hear? /s/ Good, write it. What is the last sound that you hear? /t/ Good, write it. Please read that word back to me. (kids read back gust). What is the first sound? (They answer /g/ and you write it on the board.) What is the second sound (they answer /u/ and you write it on the board). What is the third sound? (they answer /s/ and you write it on the board). What is the last sound you hear? (they answer /t/ and you write it on the board.) Good, gust. Make sure your gust looks like my gust and practice writing it. (they should say each individual sound and the word as they are writing)

3. next What are we going to do **next**? NEXT

What is the first sound you hear? /n/. Good, write it. What is the next sound that you hear? /e/ Good, write it. What is the third sound you hear? /x/ Good,

write it. What is the last sound that you hear? /t/ Good, write it. Please read that word back to me. (kids read back next). What is the first sound? (They answer /n/ and you write it on the board.) What is the second sound (they answer /e/ and you write it on the board). What is the third sound? (they answer /x/ and you write it on the board. What is the last sound you hear? (they answer /t/ and you write it on the board.) Good, next.

After the students practice writing each word at least 5 times on their Riggs practice paper they add it to their spelling homework sheet and spelling journal that goes home every night to be read for fluency.

8th GRADE HISTORY

Phillis Wheatley: Poetess and Patriot

Grade Level & Subject: 8th Grade US History

Time Required: 2 class periods

Organizing Principle:

From 1777 to 1783 the American Colonies overcame hardships and numerous disadvantages to win the Revolutionary War.

Lesson Summary:

Students will read a short biography, analyze Phillis Wheatley's poem "To His Excellency George Washington" and a correspondence with General George Washington, in the context of the Revolutionary Period. The purpose is to experience a Phillis Wheatley poem, ascertain her historical importance, and understand her view of George Washington.

Essential Question(s):

1. Why is the study of history essential to transmit and preserve civilization and culture? How does it help to provide a map of human character (virtue)?
2. Compare and contrast the various roles of women, Native Americans, and African Americans involved in the Revolutionary War and the impact the war had on their lives.

Key Terms or Concepts:

Poem Line 1 "Celestial choir" is the poet's muse, a device of neoclassicism. The muse is called on to inspire the poet's writing.

Poem Line 2 "Columbia" was a term Wheatley used for America, later used by other writers.

Poem Line 3 "Freedom's cause" is the central theme of the poem, the struggle of the colonists to be free from England, even if it meant going to war against the more powerful British.

Poem Line 4 In this context, “dreadful” means “inspiring awe or reverence,” “in refulgent arms” means “in brilliant defense.” In this sense, Columbia (America) is portrayed in righteous terms for standing up against England.

Vocabulary would continue.

Historical Background for the Teachers:

Phillis Wheatley’s poem “To His Excellency General Washington,” was sent to George Washington, the newly appointed Commander-in-Chief of the Armies of North America, in October of 1775. Washington sent a letter back to Wheatley thanking her for the poem and inviting her to visit him if she ever came to Cambridge, Massachusetts. The two met in March of 1776, seven years before the war was finished and true independence was declared. Washington was lauded in poems and prose after the successful conclusion of the Revolutionary War in 1783, but Wheatley’s poem was written when the war’s outcome was very uncertain, the British being the obvious favorites to win. It can be said that Wheatley was the groundbreaker in beginning the Washington legend as the “father of our country,” yet she stands as a groundbreaker in even more important ways. In 1773, two years before this poem was written, Phillis Wheatley, a twenty-year old slave, published her collection of poems entitled *Poems on Various Subjects, Religious and Moral*, the first book of poetry published by an African American, and only the second book by a woman in what would become the United States. Considering that Wheatley was bought at a slave auction in 1761, not able to read or write and incapable of speaking English, her book of poems is truly astounding. She was revered in many countries. Benjamin Franklin offered his services to her, as did many other high-ranking men in America. In April of 1776, the author and political philosopher Thomas Paine published Wheatley’s poem to Washington in *The Pennsylvania Magazine*. The central theme of this poem is “freedom’s cause,” the colonies’ struggle for freedom from England, which General Washington was assigned to lead. Like many other residents of Boston, Wheatley’s feelings for the British regime turned from obedient admiration to mild admonition, and finally, to support of the revolution. The poem anticipates the future for the new republic, and praises the efforts of its military leader and first president.

Review the impact of African American patriots of the American Revolution (e.g. Peter Salem, James Armistead Lafayette, Lemuel Haynes, etc).

Procedures:

1. The day before the lesson, or for homework, have students examine the background reading on Phillis Wheatley using a GIST strategy or another literacy strategy.
2. Preview activity on the day of the lesson: display the image of Wheatley created by Scipio Moorhead. Ask students to look at the image and write down what they can infer about the person being depicted in it.
3. While students are completing the preview, distribute copies of the correspondence between Wheatley and Washington, along with Wheatley’s poem.
4. Introduce the essential questions – orient students to the purpose of the learning.

5. Review key elements of the background reading and add additional background information. You may ask students to share their preview responses.
6. Introduce Phillis Wheatley's letter to General Washington, the poem, and Washington's response. Then ask a student to read Wheatley's letter aloud. Check for comprehension.
7. Read the poem with the students and ask them to underline key words/phrases from the vocabulary list. Discuss the meaning of the poem with students as you go along (scaffold questions or use Socratic questioning).
8. Have a student read General Washington's letter.
9. Discuss the historical significance of the letters and poem with students.
10. Process assignment: Imagine you are the editor of a newspaper in the 1780's after the Revolutionary War was over. Write a newspaper article describing the communication between Phillis Wheatley and General Washington, and the importance of Wheatley's actions. The article should contain . . . (provide specific article requirements).
11. Wrap-up: review the essential questions in conjunction with their process assignment.

Homework:

Background reading and literacy strategy (see #1 in procedures). Student may complete the process assignment in class or for homework.

Resources:



Phillis Wheatley, as illustrated by Scipio Moorhead, in Wheatley's book *Poems on Various Subjects, Religious and Morals*, 1773. Source for image: http://en.wikipedia.org/wiki/File:Phillis_Wheatley_frontispiece.jpg

Student Background Reading – Phillis Wheatley

Wheatley was born c. 1753-5 in Gambia, Africa. She was a slave child of seven or eight and sold to John and Susanna Wheatley in Boston on July 11, 1761. Her first name was apparently derived from the ship that carried her to America, *The Phillis*.

During her life, while it was not common for American women to be published, it was especially uncommon for children of slaves to be educated at all. Her gift of writing poetry was encouraged by her owners and their daughter, Mary. They taught Phillis to read and write, with her first poem being published at the age of twelve, "*On Messrs. Hussey and Coffin*." The countess of Huntingdon, Selina Hastings, was a friend of the Wheatley's who greatly encouraged and financed the publication of her book of poetry, *Poems*. Obour Tanner, a former slave who made the journey through the middle passage with Phillis was also one of the chief influences and supporters of Phillis' craft.

Phillis was especially fond of writing in the elegiac poetry style, perhaps mirroring the genre of oration taught to her through the women in her African American tribal group. Her elegy on a popular evangelical Methodist minister, George Whitefield, brought her instant success upon his death. She also was well versed in Latin which allowed her to write in the epyllion (short epic) style with the publication of "*Niobe in Distress*."

Phillis' popularity as a poet both in the United States and England ultimately brought her freedom from slavery on October 18, 1773. She even appeared before General Washington in March, 1776, for her poetry and was a strong supporter of independence during the Revolutionary War. She felt slavery to be the issue which separated whites from true heroism: whites cannot "hope to find/Divine acceptance with th' Almighty mind" when "they disgrace/And hold in bondage Afric's blameless race."

Phyllis is remembered for many first time accomplishments from a woman of her day:

- First African American to publish a book
- An accomplished African American woman of letters
- First African American woman to earn a living from her writing
- First woman writer encouraged and financed by a group of women (Mrs. Wheatley, Mary Wheatly, and Selina Hastings.)

Phillis Wheatley died in December, 1784, in Boston, Massachusetts, as a result of childbirth.

Letter and Poem to General Washington

To His Excellency
George Washington

Sir,

I have taken the freedom to address your Excellency in the enclosed poem, and entreat your acceptance, though I am not insensible of its inaccuracies. Your being appointed by the

Grand Continental Congress to be Generalissimo of the armies of North America, together with the fame of your virtues, excite sensations not easy to suppress. Your generosity, therefore, I presume, will pardon the attempt. Wishing your Excellency all possible success in the great cause you are so generously engaged in. I am,

Your Excellency's most obedient humble servant,
Phillis Wheatley
1776

To His Excellency George Washington

Celestial choir! enthron'd in realms of light,
Columbia's scenes of glorious toils I write.
While freedom's cause her anxious breast alarms,
She flashes dreadful in refulgent arms.
See mother earth her offspring's fate bemoan,
And nations gaze at scenes before unknown!
See the bright beams of heaven's revolving light
Involved in sorrows and veil of night!

The goddess comes, she moves divinely fair,
Olive and laurel bind her golden hair:
Wherever shines this native of the skies,
Unnumber'd charms and recent graces rise.

Muse! bow propitious while my pen relates
How pour her armies through a thousand gates,
As when Eolus heaven's fair face deforms,
Enwrapp'd in tempest and a night of storms;
Astonish'd ocean feels the wild uproar,
The reflux surges beat the sounding shore;
Or thick as leaves in Autumn's golden reign,
Such, and so many, moves the warrior's train.
In bright array they seek the work of war,
Where high unfurl'd the ensign waves in air.
Shall I to Washington their praise recite?
Enough thou know'st them in the fields of fight.
Thee, first in peace and honours,—we demand
The grace and glory of thy martial band.
Fam'd for thy valour, for thy virtues more,
Hear every tongue thy guardian aid implore!

One century scarce perform'd its destined round,
When Gallic powers Columbia's fury found;
And so may you, whoever dares disgrace
The land of freedom's heaven-defended race!
Fix'd are the eyes of nations on the scales,
For in their hopes Columbia's arm prevails.
Anon Britannia droops the pensive head,
While round increase the rising hills of dead.

Ah! cruel blindness to Columbia's state!
Lament thy thirst of boundless power too late.

Proceed, great chief, with virtue on thy side,
Thy ev'ry action let the goddess guide.
A crown, a mansion, and a throne that shine,
With gold unfading, WASHINGTON! be thine.

(*Wheatley's poem was later printed in *The Pennsylvania Gazette* in 1776 at the request of Thomas Paine)

George Washington's Reply

Cambridge, February 28, 1776.

Miss Phillis,

Your favour of the 26th of October did not reach my hands 'till the middle of December. Time enough, you will say, to have given an answer ere this. Granted. But a variety of important occurrences, continually interposing to distract the mind and withdraw the attention, I hope will apologize for the delay, and plead my excuse for the seeming, but not real neglect.

I thank you most sincerely for your polite notice of me, in the elegant Lines you enclosed; and however undeserving I may be of such encomium and panegyrick, the style and manner exhibit a striking proof of your great poetical Talents. In honour of which, and as a tribute justly due to you, I would have published the Poem, had I not been apprehensive, that, while I only meant to give the World this new instance of your genius, I might have incurred the imputation of Vanity. This and nothing else, determined me not to give it place in the public Prints.

If you should ever come to Cambridge, or near Head Quarters, I shall be happy to see a person so favoured by the Muses, and to whom Nature has been so liberal and beneficent in her dispensations.

I am, with great Respect, etc.

Source for letters and poem: <http://www.mountvernon.org/educational-resources/encyclopedia/people/phillis-wheatley>

Recommended Assessment:

The process assignment described above can serve as a formative assessment.

APPENDIX F: SAMPLE PUBLICITY MATERIALS

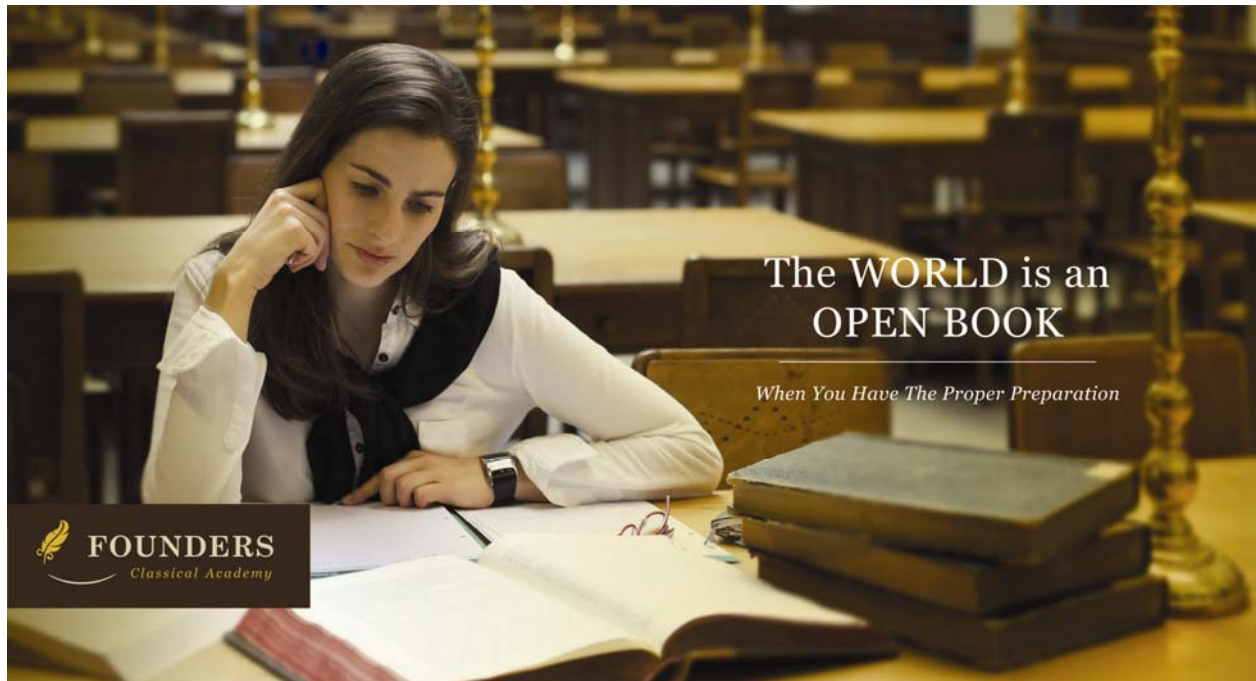
Logo



Social Media Page



Postcards



Postcards Cont.



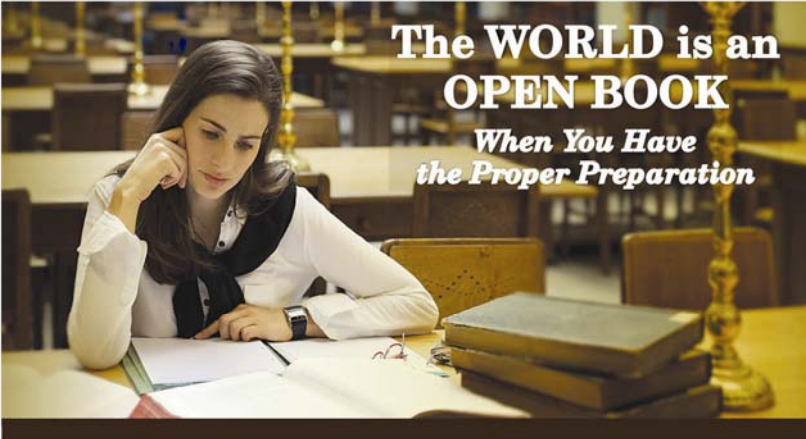
Postcards Cont.

Northwest Arkansas Classical Academy is an open-enrollment charter school that endeavors to provide a classical liberal arts education that pursues knowledge, promotes philosophical virtues, and instills in students a lifelong passion for learning.

Serving Grades K-8

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OPEN BOOK**
*When You Have
the Proper Preparation*


*Northwest Arkansas Classical Academy is an
open-enrollment charter school that
endeavors to provide a classical liberal arts
education that pursues knowledge, promotes
philosophical virtues, and instills in students
a lifelong passion for learning.*

*Please join us for an information
session on January 26th*

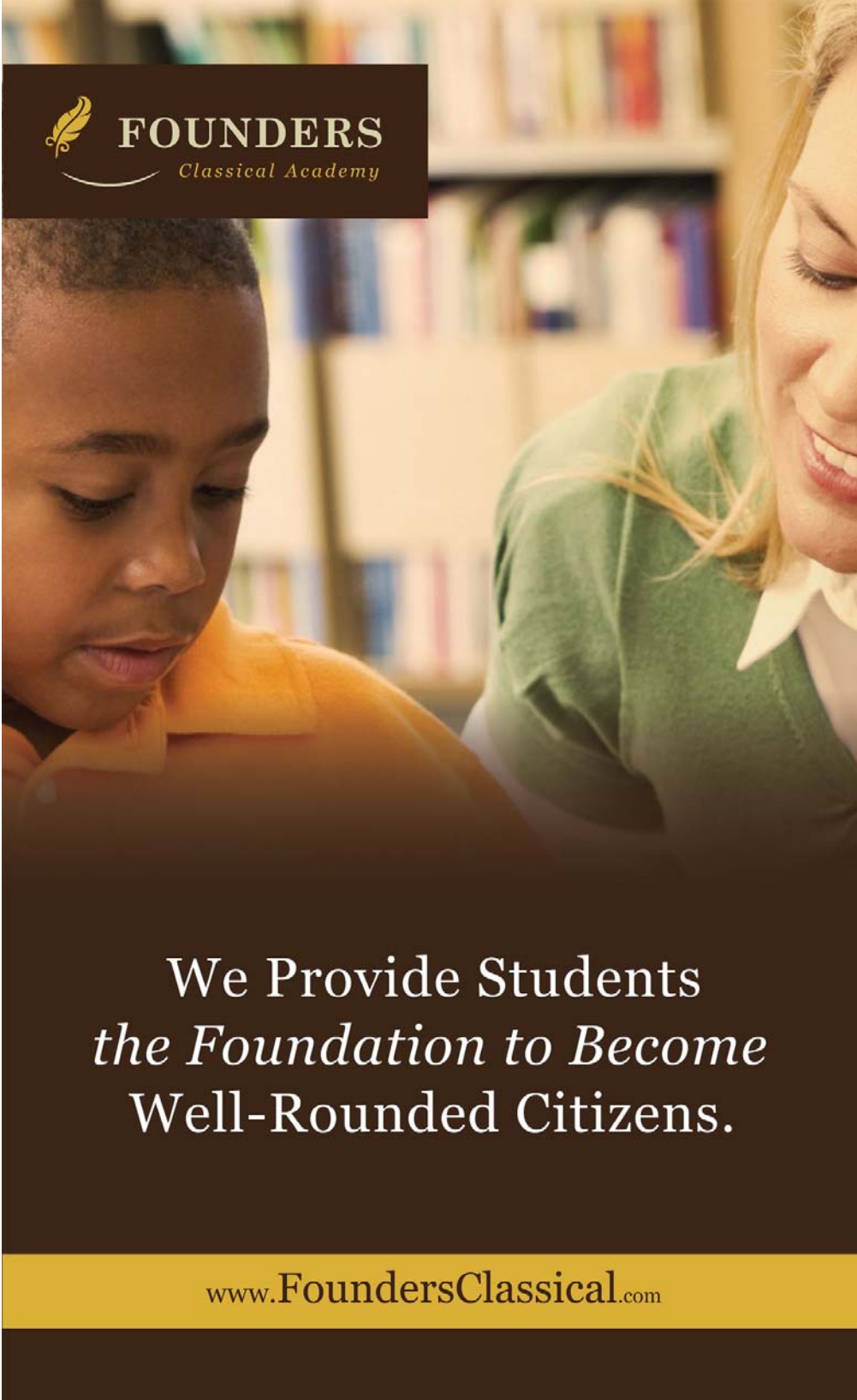

*Bentonville Library
405 S. Main Street, Bentonville*

*Wal-Mart Community Room
10 am*

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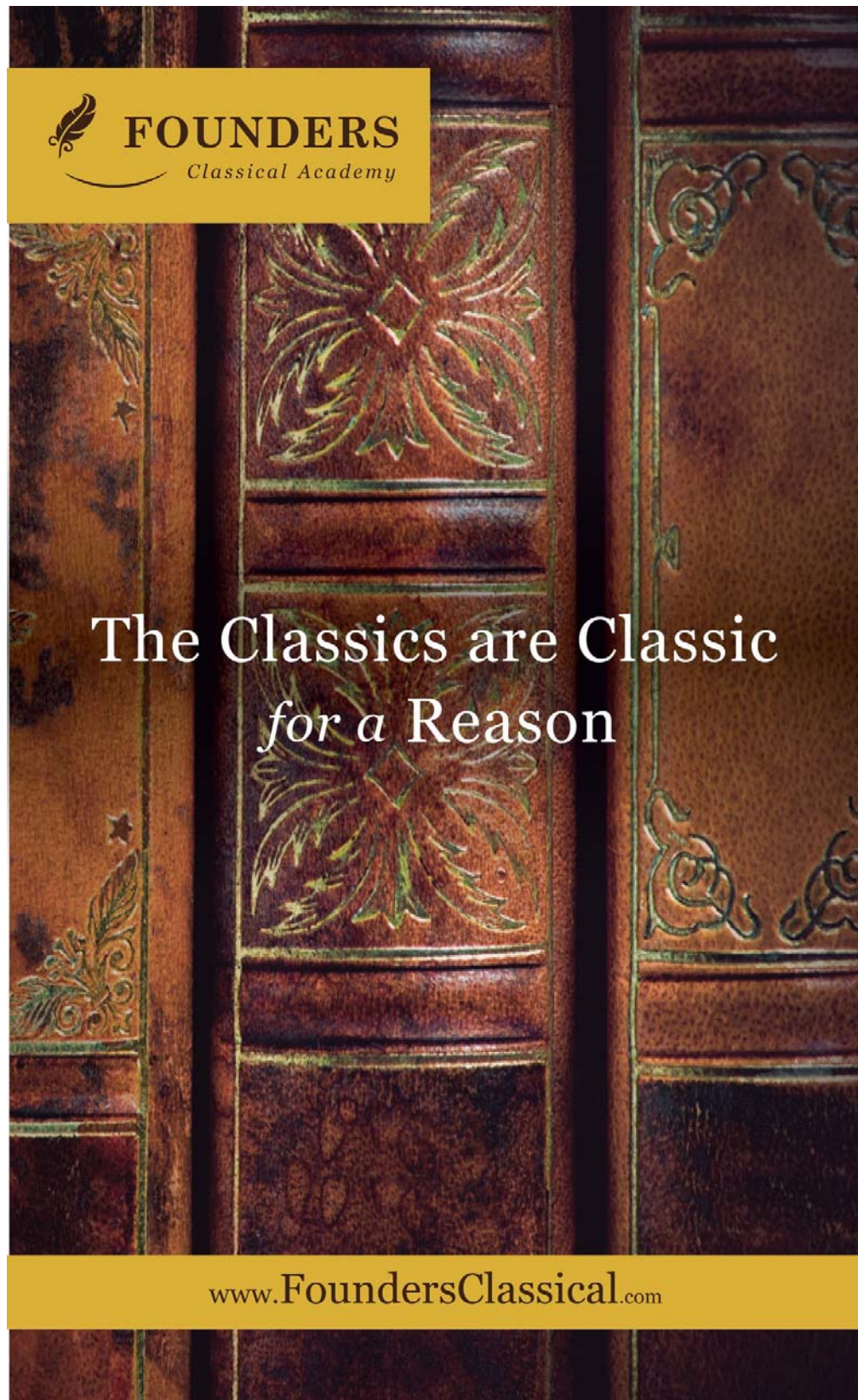
 **NORTHWEST ARKANSAS**
Classical Academy

Banners

A vertical banner featuring a photograph of a young Black boy and a white woman, likely a teacher, looking down at a book together in a library. The background is filled with bookshelves. The image has a warm, golden-brown color palette.The logo for Founders Classical Academy, featuring a stylized feather icon to the left of the word "FOUNDERS" in a serif font, with "Classical Academy" in a smaller, italicized serif font below it.


We Provide Students
the Foundation to Become
Well-Rounded Citizens.

[www.FOUNDERSClassical.com](http://wwwFOUNDERSClassical.com)



Banners Cont.



 **FOUNDERS**
Classical Academy

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When You Have The Proper Preparation

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Flyers



Classical Education for Today's Students

Founders Classical Academy provides the most time-tested methods of educating students, and at the same time provides the most cutting-edge education in America.

At Founders, today's students receive a "classical" education. The entire curriculum at Founders is based in the Classical Liberal Arts and Sciences with emphasis on civic education.

K-11 students experience a knowledge-rich and integrated curriculum following a threefold path to learning that includes grammar, logic, and rhetoric.

In order to develop a mastery of the English language, students learn Greek and Latin root words and eventually study formal Latin and other languages. Historical, literary, and artistic focus is on "the classics," math and sciences are taught in a holistic manner, and the program of study engages students in "minds-on" learning and character building.

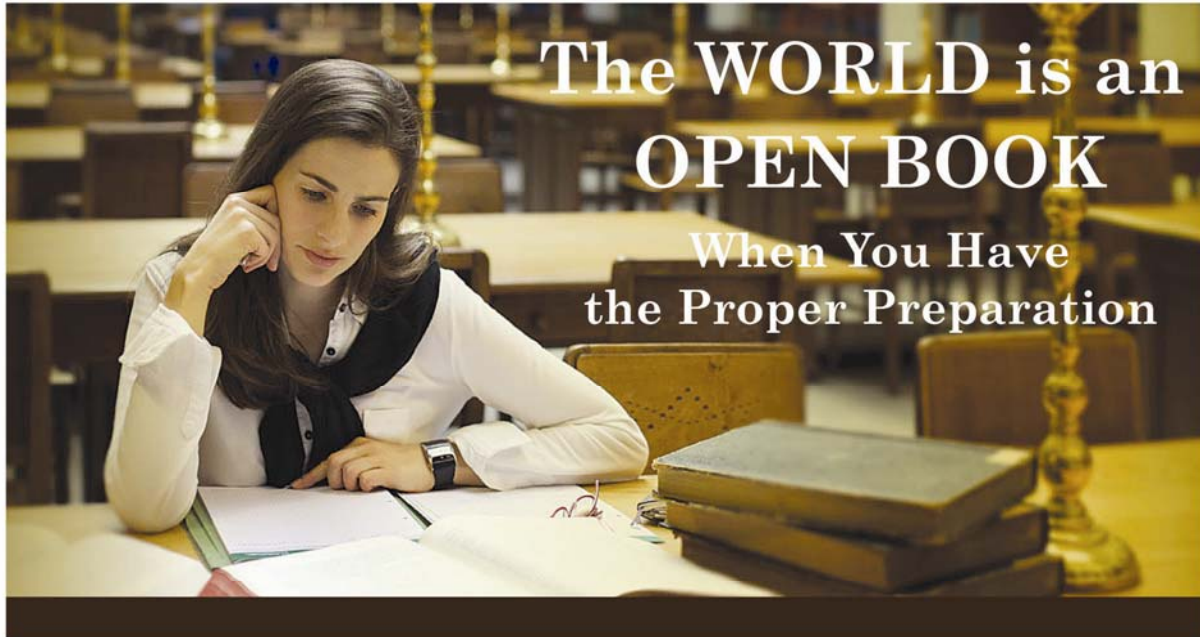
A classical education aims to recover lost tools of learning in order to cultivate wise and virtuous men and women who will be responsible citizens of our republic.

-Jason Caros, Headmaster



FoundersClassical.com





The WORLD is an OPEN BOOK

When You Have
the Proper Preparation

Northwest Arkansas Classical Academy is an open-enrollment charter school that endeavors to provide a classical liberal arts education that pursues knowledge, promotes philosophical virtues, and instills in students a lifelong passion for learning.

Classical education has been around for over 2,000 years and is based on the teachings of the giants of philosophy – Socrates, Plato and Aristotle. A classical liberal arts education follows a rigorous course of study based on the Trivium: the progression through the Grammar, Logic, and Rhetoric stages. It is a knowledge based academic program that will provide students with the skills necessary to communicate and function in a global society. Using the Socratic method of learning, students will learn to become lifelong learners and productive leaders.

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NORTHWEST ARKANSAS
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Classical Academy

APPENDIX G: ORGANIZATIONAL DOCUMENTS

Organizational Chart

The organizational structure of Founders is illustrated as follows: (1) Charter Holder Board of Directors ("Charter Board"), (2) ResponsiveEd, (3) Superintendent, (4) Regional Director, (5) Headmaster, and (6) Teachers/Paraprofessionals.

Articles of Incorporation

08/30/2007 16:08 FAX 8175952712

Corporations Section
P.O.Box 13697
Austin, Texas 78711-3697



002/008
Roger Williams
Secretary of State

Office of the Secretary of State

CERTIFICATE OF RESTATED ARTICLES OF

RESPONSIVE EDUCATION SOLUTIONS
148606001

[former]y: EAGLE ACADEMIES OF TEXAS]

The undersigned, as Secretary of State of Texas, hereby certifies that the Restated Articles for the above named entity have been received in this office and have been found to conform to law.

ACCORDINGLY the undersigned, as Secretary of State, and by virtue of the authority vested in the Secretary by law hereby issues this Certificate of Restated Articles.

Dated: 03/19/2007

Effective: 03/19/2007



A handwritten signature of Roger Williams in black ink.

Roger Williams
Secretary of State

Phone: (512) 463-5555
Prepared by: Pat Cantrell

Come visit us on the internet at <http://www.sos.state.tx.us/>
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TID: 10076

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FILED
In the Office of the
Secretary of State of Texas

RESTATED ARTICLES OF INCORPORATION **MAR 19 2007**
OF **Corporations Section**
RESPONSIVE EDUCATION SOLUTIONS
(Formerly Eagle Academies of Texas)

ARTICLE ONE

EAGLE ACADEMIES OF TEXAS, pursuant to the provisions of Article 4.06 of the Texas Non-Profit Corporation Act, hereby adopts restated Articles of Incorporation which accurately copy the Articles of Incorporation and all amendments thereto that are in effect to date and as further amended by such restated Articles of Incorporation as hereinafter set forth.

ARTICLE TWO

The amendments to the articles of incorporation of the corporation have been effected in conformity with the provisions of the Texas Non-Profit Corporation Act and such restated articles of incorporation were duly adopted by the unanimous vote of the Board of Directors on the 26th day of January, 2007, at which a quorum was present.

ARTICLE THREE

The articles of incorporation and all amendments thereto are hereby superseded by the following restated articles of incorporation which accurately copy the entire text thereof.

ARTICLE I

Name

The name of the corporation is **RESPONSIVE EDUCATION SOLUTIONS.**

ARTICLE II

Type

The corporation is a non-profit corporation.

ARTICLE III

Period of Duration

The period of its duration is perpetual.

ARTICLE IV

Purposes

The corporation is organized exclusively for educational purposes pursuant to Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, and the corresponding provisions of any subsequent United States revenue law.

ARTICLE V

Membership

The corporation shall have no members.

ARTICLE VI

Registered Office and Agent

The street address of the registered office of the corporation is 1409 Precinct Line Road, Hurst, Texas, 76053 and the name of its registered agent at such address is James B. Morgan.

ARTICLE VII

Board of Directors

The number of Directors constituting the Board of Directors of the corporation at the time of this restatement is six (6) and the names and addresses of the persons who are to serve as the Directors are:

Name	Address
Willard French	423 South Hardeman Circle Justin, Texas 76247
Lupe A. Gonzalez	1501 Dora Jeanne Drive Mission, Texas 78572
Daniel Maddalena	1383 Forest Hill Circle Lewisville, Texas 75067
Gil Rodriguez	5911 Lookout Mountain Drive Austin, Texas 78731
Marvin Reynolds	2405 SW 80 th Street Oklahoma City, OK 73159
Earl Little	3314 Bluffview Dr. Garland, Texas 75043

The number of directors may be changed from time to time by the Board of Directors in accordance with the bylaws.

ARTICLE VIII

Dissolution

Upon the dissolution of the corporation, the Board of Directors shall, after paying or making provision for the payment of all the liabilities of the corporation, dispose of all of the assets of the corporation exclusively for the purposes of the corporation in such manner, or to such organization or organizations organized and operated exclusively for charitable, educational, religious, or scientific purposes as shall at the time qualify as an exempt organization or organizations under Section 501 (c) (3) of the Internal Revenue Code of 1986 (or the

corresponding provision of any future United States Internal Revenue Law), as the Board of Directors shall determine. Any of such assets not so disposed of, shall be disposed of by a Court of competent jurisdiction in the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

ARTICLE IX

Use of Earnings

No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to, its members, Directors, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article IV hereof. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting, to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office. Notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from

Federal income tax under Section 501 (c)(3) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law) or (b) by a corporation, contributions to which are deductible under Section 170 (c)(2) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law).

ARTICLE X

Liability and Indemnification of Directors

(A) To the fullest extent not prohibited by law, a director of this corporation shall not be liable to the corporation or its members for monetary damages for an act or omission in the director's capacity as a director, except that this article does not eliminate or limit the liability of a director for: (1) a breach of a director's duty of loyalty to the corporation or its members; (2) an act or omission not in good faith or that involves intentional misconduct or a knowing violation of the law; (3) a transaction from which a director received an improper benefit, whether or not the benefit resulted from an action taken within the scope of the director's office; or (4) an act or omission for which the liability of a director is expressly provided for by statute.

(B) Each such director and his or her heirs or personal representative and estate, shall be indemnified by the corporation for all expenses incurred in connection with any action, suit,

proceeding or claim to which he or she shall be named a party or otherwise be a participant by virtue of being or having been or agreeing to become: (1) a director, officer, employee or agent of the corporation and/or (2) a director, officer, employee or agent of any corporation or organization at the request of the corporation. Such indemnity shall be provided to the fullest extent not prohibited by applicable laws presently in effect or as may hereafter be amended, and to the fullest extent permitted by the Texas Non-Profit Corporation Act or any other applicable laws as presently in effect or as may hereafter be amended (but in case of any such amendment only to the extent that such amendment permits the corporation to provide broader indemnification rights than said law permitted the corporation to provide prior to such amendment). Such indemnity shall include, but not be limited to, the advancement of expenses, including counsel fees, and the payment of all losses, liability and expenses; provided, however, that no person shall be indemnified for amounts paid in settlement unless the terms and conditions of said settlement have been consented to by the corporation, and provided further, that no indemnification of employees or agents of the corporation (other than Directors and officers) will be made without express authorization of the corporation's board.

(C) The corporation may, upon the affirmative vote of its board, purchase insurance for the purpose of securing the

indemnification of its Directors, officers and other employees to the extent that such indemnification is allowed by this article. Such insurance may, but need not, be for the benefit of all Directors, officers or employees, and the purchase of any such insurance shall in no way limit the indemnification provisions of the proceeding paragraphs.

(D) No repeal of or amendment to this Article shall have any effect with respect to the liability or alleged liability of any director occurring prior to such amendment or to the acts or omissions or rights to indemnity of any person occurring prior to such repeal or amendment.

Dated this 15th day of March, 2007.

RESPONSIVE EDUCATION SOLUTIONS

By: Willard French
Willard French, President

**AMENDED AND RESTATED BYLAWS
OF RESPONSIVE EDUCATION SOLUTIONS**

**ARTICLE I
BOARD OF DIRECTORS**

1.01. General Authority

The business of Responsive Education Solutions (the “Corporation”) shall be managed by a board of directors (“Board”) who will be selected or appointed by action of the Board who shall also retain authority to determine the number of directors, their qualifications, and the method for the selection or election thereof.

1.02. Number of Terms

The number of directors shall not be less than five (5) and otherwise shall be the number determined by the Board from time to time. Each director shall hold office for a term of three (3) years unless he/she resigns, dies, becomes incapacitated, or is removed by the Board. A director may be reelected an unlimited number of times. Directors shall be elected at the annual meeting unless the Board is filling a vacancy.

1.03. Annual Meeting

The statutory annual meeting of the Board shall be the first meeting held after March each year. Notice of the annual meeting shall be given in the same manner as regular meeting.

1.04. Regular Meetings and Notice

The CEO, in consultation with the Board President, shall determine the time and place for the holding of regular meetings of the Board and the agenda for such meetings, prepared and posted in accordance with applicable state law, shall be sent to all directors immediately upon posting.

1.05. Special Meetings

Special meetings of the Board may be called by or at the request of the CEO, the Board President, or any two (2) directors. The person or persons authorized to call special meetings of the Board may fix the time and place as the place for holding any special meeting of the board called by them. Notice of the special meeting shall be given in the same manner as regular meetings except in cases of emergency meetings, notice of which shall be in accordance with applicable state law.

1.06. Quorum

A majority of the total number of members of the Board shall constitute a quorum for the transaction of business at any meeting of the Board; but if less than a majority of the directors is present at said meeting, a majority of the directors present may adjourn the meeting from time to time without further notice.

1.07. Manner of Acting

The act of a majority of the directors voting at a meeting at which a quorum is present shall be the act of the Board unless the act of a greater number is required by law.

1.08. Vacancies

Any vacancy occurring in the Board or any vacancy to be filled by an increase in the number of directors shall be filled by action of the Board unless the directors have determined to reduce the number of directors and for this reason elects no successor.

1.09. Compensation

Directors as such shall not receive any stated salaries for their services; but by resolution of the Board, any director may be reimbursed for reasonable expenses incurred in attending any regular or special meeting of the Board, and may be indemnified for expenses incurred by him/her in connection with any claim asserted against him/her, by action in court or otherwise, by reason of his/her being or having been such director, except in relation to matters as to which he/she shall have been guilty of negligence or misconduct in respect of the matter in which indemnity is sought.

**ARTICLE II
OFFICERS**

2.01. Officers

The officers of the Board shall be a president, a vice-president and a secretary. The Board may elect or appoint a CEO and such other administrators as it shall deem desirable, such administrators to have the authority and perform the duties prescribed, from time to time, by the Board.

2.02. Election and Vacancies

Officers shall be elected each year at the annual meeting. The Board shall elect someone to fill any vacancy that occurs in any Board office.

2.03. Removal

Any officer elected or appointed by the Board may be removed by the Board whenever in its judgment the best interest of the corporation would be served thereby.

2.04. President

The President shall preside at all meetings of the Board. He/She may sign, with the Secretary or any other proper officer of the Corporation authorized by the Board to so act, any deeds, mortgages, bonds, contracts, or other instruments that the Board has authorized, generally or specifically, to be executed, except in cases where the signing and execution thereof shall be expressly delegated by the Board, by these Bylaws, or by statute to some other officer or agent of the Corporation; and, in general, he/she shall perform all duties incident to the office of president and such other duties as may be prescribed by the Board from time to time.

2.05. Vice-President

In the absence of the President or in the event of his/her inability or refusal to act, the Vice-President shall perform the duties of the President, and when so acting, shall have all the powers and be subject to all the restrictions on the President. The Vice-President shall perform such other duties as from time to time may be assigned to him/her by the President or by the Board.

2.06. Secretary

The Secretary shall perform all duties incident to the office of the secretary and such other duties as from time to time may be assigned to him/her by the President or by the Board.

**ARTICLE III
COMMITTEES**

3.01. Generally

Designated committees may be established by the Board to perform the duties and functions assigned or delegated in furtherance of Board objectives and as permitted by applicable law. Any committee may include one or more directors from the Board. The Board or its designee will appoint the members, officers, or others to committee positions. The rules of procedure of any committee may be set by the Board. Any committee, including the School Boards described below, may be abolished or any committee member/school board member removed for any reason and at any time by majority vote of a quorum of the Board of the Corporation at a duly called and noticed meeting.

3.02. School Boards

The Board may delegate some or all of its authority, except as otherwise prohibited by applicable state law, to committees that shall be known as “School Boards” to assist with the governance of the schools operated under the Corporation’s respective charters. Each School Board and its officers and members shall be subject to oversight and control by the Board. Each School Board shall be composed of not less than three (3) members as follows:

- President
- Vice President
- Secretary
- Members

Each School Board’s members and officers shall be appointed by the Corporation’s Board. Each School Board shall operate in accordance with these Bylaws, resolutions, or actions of the Board of the Corporation, and with applicable state law. Each School Board shall consider grievances in accordance with the Corporation’s policy. Upon request by a grievant, a grievance may be considered by the Corporation’s Board only on appeal from the School Board’s decision. For all matters of parliamentary procedures, each School Board shall be guided by *Robert’s Rules of Order Newly Revised*, 10th ed. (Cambridge, Mass.: Perseus Publishing, 2000).

3.03. Notice

Written notice of the time, place, and agenda of all committee and School Board meetings will be given by the committee chair in the same manner as notices given for regular Board meetings and in accordance with applicable state law. Each committee will keep and deliver a copy of minutes of its proceedings to the Secretary of the Board and will report briefly on its activities at each Board meeting where scheduled.

ARTICLE IV CONTRACTS, CHECKS, DEPOSITS, AND FUNDS

4.01. Contracts

The Board may authorize any officer or administrator of the Corporation to execute and deliver any contract or instrument in the name of and on behalf of the Corporation; and such authority may be general or confined to specific instances.

4.02. Checks, Drafts, or Orders for Payment

All checks, drafts, or orders for payment of money, notes, or other evidences of indebtedness issued in the name of the Corporation shall be signed by such officer or administrator, agent or agents, of the Corporation and in such manner as shall from time to time be determined by resolution of the Board. In the absence of such determination by the Board, such instruments shall be signed by the President and countersigned by the Secretary of the Corporation.

4.03. Deposits

All funds of the Corporation shall be deposited from time to time to the credit of the Corporation in such banks, trust companies, or other depositories as the Board may select.

4.04. Gifts

The Board may accept on behalf of the Corporation any contribution, gift, bequest, or devise for the general purposes, or for any special purpose, of the Corporation. The Board may refuse any gift if it deems such refusal to be in the best interest of the Corporation.

4.05. Disposition of Assets Upon Dissolution

The properties and assets of the Corporation are irrevocably dedicated to charitable and educational purposes. No part of the net earnings, properties, or assets of the Corporation, on dissolution or otherwise, shall inure to the benefit of any private person, or any member, director or officer of the Corporation. On liquidation or dissolution, all properties, assets, and obligations will be distributed or paid over to an organization dedicated to charitable and educational purposes that is tax-exempt pursuant to Internal Revenue Code Section 501(c)(3) as amended, or as otherwise required by state and federal law.

ARTICLE V MISCELLANEOUS

5.01. Books and Records

The Corporation shall keep correct and complete books and records of account and shall also keep minutes of the proceedings of its Board and committees having any authority of the Board.

5.02. Fiscal Year

The Board may select the fiscal year of the Corporation, subject to the requirements of any applicable law that might define the fiscal year.

5.03. Corporate Seal

The Board may adopt a corporate seal in such form as it deems appropriate.

5.04. Waiver of Notice

Whenever any notice is required to be given under the provisions of the Texas Non-Profit Corporation Act or under the provisions of the Articles of Incorporation or these Bylaws, a waiver thereof in writing, signed by the person or persons entitled to such notice either before or after the occurrence of the event or transaction described therein, shall be deemed equivalent to the giving of the required notice.

5.05. Indemnification

- (a) The Corporation shall indemnify any person who was or is a party or threatened to be made a party to any threatened, pending, or completed action, suit, or proceeding, whether civil, criminal, administrative, or investigative (other than an action by or in the right of the Corporation) by reason of the fact that he/she is or was a director, officer, employee, or agent of the Corporation, or is or was serving at the request of the Corporation as a director, officer, employee, or agent of another corporation, partnership, joint venture, trust, or other enterprise, against expenses (including attorneys' fees), judgments, fines, and amounts paid in settlement actually and reasonably incurred by him/her in connection with such action, suit, or proceeding if he/she acted in good faith and in a manner he/she reasonably believed to be in or not opposed to the best interest of the Corporation, and, with respect to any criminal action or proceeding, had no reasonable cause to believe his conduct was unlawful.
- (b) The Corporation shall indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending, or completed action or suit by or in the right of the Corporation to procure a judgment in its favor by reason of the fact that he/she is or was a director, officer, employee, or agent of the Corporation, or is or was serving at the request of the Corporation as a director, officer, employee, or agent of another corporation, partnership, joint venture, trust, or other enterprise against expenses (including attorneys' fees) actually and reasonably incurred by him/her in connection with the defense or settlement of such action or suit if he/she acted in good faith and in a manner he reasonably believed to be in or not opposed to the best interests of the Corporation; provided, however, that no indemnification shall be made in respect to any claim, issue, or matter as to which such person shall have been adjudged to be liable for negligence or misconduct in the performance of his duty to the corporation except

to the extent that the court in which such action or suit was brought shall determine upon application that, despite the adjudication of liability, but in view of all circumstances of the case, such person is fairly and reasonably entitled to indemnity for such expenses which such court shall deem proper.

- (c) The termination of any action, suit, or proceeding by judgment, order settlement, conviction, or upon a plea of *nolo contendere* or its equivalent, shall not, of itself, create presumption that the person did not act in good faith and in a manner which he/she reasonably believed to be in or not opposed to the best interest of the proceeding, had reasonable cause to believe that his/her conduct was unlawful.
- (d) Expenses incurred in defending a civil or criminal action, suit, or proceeding may be paid by the Corporation in advance of the final disposition of such action, suit, or proceeding upon receipt of an undertaking by or on behalf of the director, officer, employee, or agent to repay such amount unless it shall ultimately be determined that he/she is entitled to be indemnified by the Corporation as authorized in this section.
- (e) The indemnification hereunder shall be made only upon a determination in the specific case that indemnification is proper under the substantive standards established hereunder. Such determination shall be made: (1) by the Board by a majority vote of a quorum consisting of directors who were not parties to such action, suit, or proceeding; or (2) if such a quorum is not obtainable, or, even if obtainable, a quorum of disinterested directors so directs, by independent legal counsel in a written opinion; or (3) by the shareholders.
- (f) The Corporation shall have power to purchase and maintain insurance on behalf of any person who is or was a director, officer, employee, or agent of the Corporation, or is or was serving at the request of the Corporation as a director, officer, employee, or agent of another corporation, partnership, joint venture, trust, or other enterprise against any liability asserted against him/her and incurred by him/her in any such capacity or arising out of his/her status as such, whether or not the Corporation would have the power to indemnify him/her against such liability under the provisions of this section.

ARTICLE VI AMENDMENTS

6.01. Power to Amend Bylaws

These Bylaws may be amended, repealed, or added to, or new Bylaws may be adopted, by the same action that is required for all decisions of the Board, which is the affirmative vote of a majority of the directors voting at a meeting at which a quorum is present, and when the proposed amendments have been sent to directors prior to such meeting.

ADOPTED this 19th day of October, 2012.

Marvin Reynolds
President of the Board of Directors

CERTIFICATION

The undersigned, as Secretary of the Board of the Corporation, hereby certifies that these Bylaws were adopted and made effective by the Board of the Corporation at a meeting held on October 19, 2012.

Ben Klingenstein
Secretary of the Board of Directors

**ATTACHMENT A
INDIANA CHARTER SCHOOLS**

A.01. Applicability of Attachment

The provisions of this Attachment A to these Bylaws shall govern all activities conducted by Responsive Education Solutions, Inc. ("ResponsiveEd") pursuant to the Charter School Agreement ("Charter") dated [INSERT EXECUTION DATE] between the Indiana Charter School Board ("ICSB") and ResponsiveEd for Premier High School of Indianapolis ("Charter School").

A.02. Open Government

The Board shall comply with the Access to Public Records Act (IC § 5-14-3) and Open Door Law (IC § 5-14-1.5).

A.03. Conflict of Interest

- (a) **Board Members.** Any Board member ("Interested Person"), any family member of any Interested Person, or any organization in which the Interested Person has a more than a 2% ownership position, which has any direct or indirect financial interest in any party with which ResponsiveEd contracts for services must disclose to the Board, or to a committee designated by the Board as having the authority to review potential conflicts of interest, the existence of his or her financial interest, and may be given the opportunity to disclose facts material to that interest to the Board or committee. A "financial interest" includes any current or potential ownership interest in, investment interest in, or compensation arrangement with such party. The term "family member" includes any spouse, parent, child, or sibling of the Interested Person. The disinterested members of the Board (that is, all members except for any Interested Person) or committee will evaluate the impact of the Interested Person's financial interest, assess whether a conflict of interest arises from the financial interest, and determine what action, if any, is appropriate with regard to the financial interest and any conflict of interest. The Board or committee shall conduct whatever additional investigation is considered appropriate under the circumstances.
- (b) **Officers and Other Leaders.** Any officer of ResponsiveEd, or individual who is to hold a leadership position in the operation of the Charter School, including any administrative position (together, "Interested Persons"), any family member of any Interested Person, or any organization in which the Interested Person has a more than a 2% ownership position, which has any direct or indirect financial interest in any party with which ResponsiveEd contracts for services must disclose to the Board, or to a committee designated by the Board as having the authority to review potential conflicts of interest, the existence of his or her financial interest, and may be given the opportunity to disclose facts material to that interest to the Board or committee. A "financial interest" includes any

current or potential ownership interest in, investment interest in, or compensation arrangement with such party. The term “family member” includes any spouse, parent, child, or sibling of the Interested Person. The disinterested members of the Board (that is, all members except for any Interested Person) or committee will evaluate the impact of the Interested Person’s financial interest, assess whether a conflict of interest arises from the financial interest, and determine what action, if any, is appropriate with regard to the financial interest and any conflict of interest. The Board or committee shall conduct whatever additional investigation is considered appropriate under the circumstances.

A.04. Disposition of Remaining Assets Upon Dissolution

Upon dissolution, all remaining assets—except for funds specified below—shall be used for nonprofit educational purposes. All remaining funds received from the Indiana Department of Education shall be returned to the Indiana Department of Education not more than thirty (30) days after dissolution.

ADOPTED this 18th day of January, 2013.

Marvin Reynolds
President of the Board of Directors

CERTIFICATION

The undersigned, as Secretary of the Board of the Corporation, hereby certifies that these Bylaws were adopted and made effective by the Board of the Corporation at a meeting held on January 18, 2013.

Ben Klingenstein
Secretary of the Board of Directors

Not-for-Profit Status

INTERNAL REVENUE SERVICE
DISTRICT DIRECTOR
P. O. BOX 2508
CINCINNATI, OH 45201

Date: MAR 08 1999

EAGLE EDUCATIONAL REFORM LEARNING
SYSTEMS INC
C/O MARK K OBRIANT ATTORNEY
4123 MANORVIEW LANE
DALLAS, TX 75228

DEPARTMENT OF THE TREASURY

Employer Identification Number:
75-2748762

DLN:
318338082

Contact Person:
RONALD BENJAMIN ID# 75883

Contact Telephone Number:
(214) 767-0157

Accounting Period Ending:
December 31

Form 990 Required:
Yes

Addendum Applies:
No

Dear Applicant:

Based on information supplied, and assuming your operations will be as stated in your application for recognition of exemption, we have determined you are exempt from federal income tax under section 501(a) of the Internal Revenue Code as an organization described in section 501(c)(3).

We have further determined that you are not a private foundation within the meaning of section 509(a) of the Code, because you are an organization described in sections 509(a)(1) and 170(b)(1)(A)(ii).

If your sources of support, or your purposes, character, or method of operation change, please let us know so we can consider the effect of the change on your exempt status and foundation status. In the case of an amendment to your organizational document or bylaws, please send us a copy of the amended document or bylaws. Also, you should inform us of all changes in your name or address.

As of January 1, 1984, you are liable for taxes under the Federal Insurance Contributions Act (social security taxes) on remuneration of \$100 or more you pay to each of your employees during a calendar year. You are not liable for the tax imposed under the Federal Unemployment Tax Act (FUTA).

Since you are not a private foundation, you are not subject to the excise taxes under Chapter 42 of the Code. However, if you are involved in an excess benefit transaction, that transaction might be subject to the excise taxes of section 4958. Additionally, you are not automatically exempt from other federal excise taxes. If you have any questions about excise, employment, or other federal taxes, please contact your key district office.

Grantors and contributors may rely on this determination unless the Internal Revenue Service publishes notice to the contrary. However, if you lose your section 509(a)(1) status, a grantor or contributor may not rely on this determination if he or she was in part responsible for, or was aware of, the act or failure to act, or the substantial or material change on the part of the organization that resulted in your loss of such status, or if he or she acquired knowledge that the Internal Revenue Service had given notice that you would no longer be classified as a section 509(a)(1) organization.

Letter 847 (DC CG)

EAGLE EDUCATIONAL REFORM LEARNING

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for federal estate and gift tax purposes if they meet the applicable provisions of Code sections 2055, 2106, and 2522.

Contribution deductions are allowable to donors only to the extent that their contributions are gifts, with no consideration received. Ticket purchases and similar payments in conjunction with fundraising events may not necessarily qualify as deductible contributions, depending on the circumstances. See Revenue Ruling 67-246, published in Cumulative Bulletin 1967-2, on page 104, which sets forth guidelines regarding the deductibility, as charitable contributions, of payments made by taxpayers for admission to or other participation in fundraising activities for charity.

In the heading of this letter we have indicated whether you must file Form 990, Return of Organization Exempt From Income Tax. If Yes is indicated, you are required to file Form 990 only if your gross receipts each year are normally more than \$25,000. However, if you receive a Form 990 package in the mail, please file the return even if you do not exceed the gross receipts test. If you are not required to file, simply attach the label provided, check the box in the heading to indicate that your annual gross receipts are normally \$25,000 or less, and sign the return.

If a return is required, it must be filed by the 15th day of the fifth month after the end of your annual accounting period. A penalty of \$20 a day is charged when a return is filed late, unless there is reasonable cause for the delay. However, the maximum penalty charged cannot exceed \$10,000 or 5 percent of your gross receipts for the year, whichever is less. For organizations with gross receipts exceeding \$1,000,000 in any year, the penalty is \$100 per day per return, unless there is reasonable cause for the delay. The maximum penalty for an organization with gross receipts exceeding \$1,000,000 shall not exceed \$50,000. This penalty may also be charged if a return is not complete, so be sure your return is complete before you file it.

You are required to make your annual return available for public inspection for three years after the return is due. You are also required to make available a copy of your exemption application, any supporting documents, and this exemption letter. Failure to make these documents available for public inspection may subject you to a penalty of \$20 per day for each day there is a failure to comply (up to a maximum of \$10,000 in the case of an annual return).

You are not required to file federal income tax returns unless you are subject to the tax on unrelated business income under section 511 of the Code. If you are subject to this tax, you must file an income tax return on Form 990-T, Exempt Organization Business Income Tax Return. In this letter we are not determining whether any of your present or proposed activities are unrelated trade or business as defined in section 513 of the Code.

Letter 947 (00-06)

EAGLE EDUCATIONAL REFORM LEARNING

You need an employer identification number even if you have no employees. If an employer identification number was not entered on your application, a number will be assigned to you and you will be advised of it. Please use that number on all returns you file and in all correspondence with the Internal Revenue Service.

This determination is based on evidence that your funds are dedicated to the purposes listed in section 501(c)(3) of the Code. To assure your continued exemption, you should keep records to show that funds are expended only for those purposes. If you distribute funds to other organizations, your records should show whether they are exempt under section 501(c)(3). In cases where the recipient organization is not exempt under section 501(c)(3), there should be evidence that the funds will remain dedicated to the required purposes and that they will be used for those purposes by the recipient.

If distributions are made to individuals, case histories regarding the recipients should be kept showing names, addresses, purposes of awards, manner of selection, relationship (if any) to members, officers, trustees or donors of funds to you, so that any and all distributions made to individuals can be substantiated upon request by the Internal Revenue Service. (Revenue Ruling 56-304, C.B. 1956-2, page 306.)

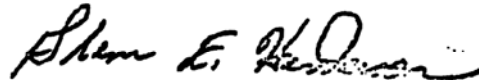
If we have indicated in the heading of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

Because this letter could help resolve any questions about your exempt status and foundation status, you should keep it in your permanent records.

We have sent a copy of this letter to your representative as indicated in your power of attorney.

If you have any questions, please contact the person whose name and telephone number are shown in the heading of this letter.

Sincerely yours,



District Director

Letter 947 (00/06)



OGDEN UT 84201-0046

In reply refer to: 0423335246
May 29, 2008 LTR 252C 0
75-2748762 000000 00 000
00004239
BODC: TE

RESPONSIVE EDUCATION SOLUTIONS
PO BOX 292730
LEWISVILLE TX 75029



007850

Taxpayer Identification Number: 75-2748762

Dear Taxpayer:

Thank you for the inquiry dated Nov. 09, 2007.

We have changed the name on your account as requested. The number shown above is valid for use on all tax documents.

If you have any questions, please call us toll free at 1-877-829-5500.

If you prefer, you may write to us at the address shown at the top of the first page of this letter.

Whenever you write, please include this letter and, in the spaces below, give us your telephone number with the hours we can reach you. Also, you may want to keep a copy of this letter for your records.

Telephone Number () _____ Hours _____

Sincerely yours,

Karen E. Peat
Dept. Manager, Code & Edit/Entity 3

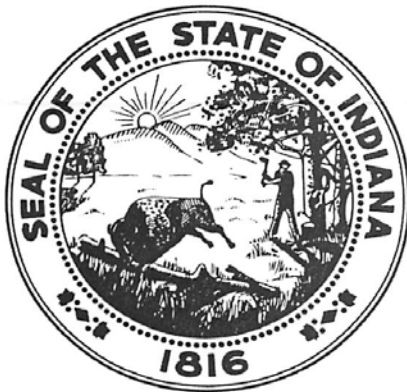
Enclosure(s):
Copy of this letter

**State of Indiana
Office of the Secretary of State**

CERTIFICATE OF AUTHORITY
of
RESPONSIVE EDUCATION SOLUTIONS, INC.

I, CONNIE LAWSON, Secretary of State of Indiana, hereby certify that Application for Certificate of Authority of the above Texas Non-Profit Foreign Corporation has been presented to me at my office, accompanied by the fees prescribed by law and that the documentation presented conforms to law as prescribed by the provisions of the Indiana Nonprofit Corporation Act of 1991.

NOW, THEREFORE, with this document I certify that said transaction will become effective Friday, July 13, 2012.



In Witness Whereof, I have caused to be affixed my signature and the seal of the State of Indiana, at the City of Indianapolis, July 13, 2012.

Connie Lawson

CONNIE LAWSON,
SECRETARY OF STATE

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APPENDIX H: LEADERSHIP INFORMATION

Attached is the leadership information for Founders' authorized representative, school administrators, and governing board members:

1. Charles Cook, Chief Executive Officer/Superintendent/Board Member
2. Chris Baumann, General Counsel/Authorized Representative
3. Dr. Alan Wimberley, Chief Learning Officer
4. Robert Davison, Chief Operating Officer
5. Marvin Reynolds, Board President
6. Earl Little, Board Vice President
7. Ben Klingenstein, Board Secretary
8. Dan Maddalena, Board Member

CHARLES COOK

Background Check Authorization

A Background Check Authorization Form for Mr. Cook has been included with the unbound original copy of the Prospectus.

Résumé

Overview

Charles Cook brings over 15 years of experience in private and public education. His experience includes educational leadership, management, finance, and marketing. He developed the nation's largest privately funded adult educational program in Los Angeles, California. This experience has served him well as he has been instrumental in crafting one of the largest and most respected charter school districts in Texas. As the Chief Executive Officer of Responsive Education Solutions, Charles gives oversight to a charter school district which now includes 50 campuses and over 7,000 students. Charles has made it his goal to bring quality education to students from various sides of the socio-economic spectrum. ResponsiveEd campuses are diverse in nature, aiding students who are at-risk of dropping out of school to students who are looking for a greater challenge before beginning their college careers. Each school focuses on a personalized approach which fosters the students to become life-long learners. He gives leadership and vision to his staff of 1,000+ employees and serves with them in the day-to-day operation of ResponsiveEd. One of Charles' greatest strengths is the ability to bring leaders together for a common goal. He is using these strengths today to bring awareness that the charter school movement is a growing force in education in the state of Texas.

Among his many accomplishments, Charles spearheaded the monumental opening of The Foundation School for Autism in San Antonio, the first tuition-free charter school for students with autism in the state of Texas. Charles also serves as the Treasurer of the Board for the Texas Charter School Association (TCSA), the leading charter school advocacy organization in Texas. He earned his Bachelor of Arts Degree in Religion from Luther Rice University in Atlanta, Georgia.

Experience

1999-Present Responsive Education Solutions
Chief Executive Officer / Superintendent / Board Member
Oversee operations of 50 open-enrollment charter campuses
Corporate staff of over 130 employees
School District staff of 1,000+ employees
Annual Revenue of \$72.6 million
Member of the Board of Directors

1995-1999 School of Tomorrow Publishers
Manager of Customer Service
Increased sales from 1.7 million to 3.4 million
Manage 28 full-time employees
Manage over 1.3 million-dollar cost center budget
Implemented Customer Care training for 200 corporate employees

1991-1995 Los Angeles Mission
Educational Coordinator
Developed adult education program
Over 100 program participants.

Professional Organizations

Texas Charter School Association (TCSA)
Treasurer of the Board of Directors

Education

Luther Rice Seminary
B.A., Church Ministries
Completed degree with 3.2 GPA

Memorandum

Mr. Cook has no known conflicts of interest.

CHRIS BAUMANN

Background Check Authorization

A Background Check Authorization Form for Mr. Baumann has been included with the unbound original copy of the Prospectus.

Résumé

Overview

Chris Baumann serves as General Counsel for Responsive Education Solutions ("ResponsiveEd"), a nonprofit corporation that has established, and currently operates,

over 60 public charter schools throughout Texas and Arkansas. In his role as General Counsel, Chris is responsible for the management of legal services for ResponsiveEd and providing legal representation in matters involving the corporation. An experienced presenter, Chris has delivered over 200 workshops and keynote speeches to educators and students in 32 states throughout the U.S. as well as cities throughout Mexico, England, and South Africa. In addition, he has over 20 years of experience in public and private education, over 10 years of which have been spent working with charter schools.

Bar Admissions

- Texas
- United States District Court for the Eastern District of Texas
- United States District Court for the Northern District of Texas
- United States Court of Appeals for the Fifth Circuit
- Supreme Court of the United States

Professional Associations and Memberships

- National School Boards Association Council of School Attorneys
- Texas Association of School Boards Council of School Attorneys
- Alliance of Public Charter School Attorneys

Selected Professional Presentations

- Panelist, 3rd Annual Charter School Legal Summit, Dallas Texas (May 20, 2013)
- Presenter, 16th Annual Texas Charter Schools Conference, "Avoiding the Pitfalls of At-Will Employment," Austin, Texas (December 5, 2012)
- Presenter, Indiana Charter Schools Conference & Expo, "Avoiding the Pitfalls of At-Will Employment," Indianapolis, Indiana (September 20, 2012)
- Presenter, 14th Annual Texas Charter Schools Conference, "The Fair Labor Standards Act: Pay Now or Pay More Later," San Antonio, Texas (December 1, 2010)
- Co-Presenter, 13th Annual Texas Charter Schools Conference, "Religious Expression by Charter School Employees," Grapevine, Texas (May 13, 2010)

Education

Texas Wesleyan University School of Law, Fort Worth, TX
J.D., Juris Doctor, 2008

Honors:

- Cum Laude
- National Order of Barristers

Participation:

- Law Review, Associate Editor
- Board of Trial Advocates, President
- Mock Trial Competition Team, Member
- Moot Court Competition Team, Member
- Moot Court Honor Society, Member
- Phi Delta Phi International Legal Fraternity, Member

The International Institute, Lewisville, TX
B.A.; Bachelor of Arts in Bible, Communications, and Christian Education; 1994
Honors: Summa Cum Laude

Other Experience

Legal:

- Associate, Brown, Dean, Wiseman, Proctor, Hart & Howell, LLP, Fort Worth, TX (August 2008–November 2009)
- Law Clerk, Judge Bonnie Sudderth, 352nd District Court, Fort Worth, TX (January 2008–April 2008)
- Law Clerk, Department of Justice, United States Attorney's Office, Civil Division, Fort Worth, TX (2006–2007)
- Legal Intern, Office of the Indiana Attorney General, Litigation Division, Civil Rights and Employment Section, Indianapolis, IN (Summer 2006)

Educational:

- Director, Responsive Education Solutions, Lewisville, TX (1999–2008)
- Coordinator, School of Tomorrow, Lewisville, TX (1991–1999)

Community Activities

- Presenter, Temple Baptist Church, "A Historical Study of the 'Wall of Separation between Church and State,'" Flower Mound, Texas (August 15 – September 12, 2012)
- National Mock Trial Competition, Coach, Texas Wesleyan University School of Law (2009)

Memorandum

Mr. Baumann has no known conflicts of interest.

ALAN WIMBERLEY, ED.D.

Background Check Authorization

A Background Check Authorization Form for Dr. Wimberley has been included with the unbound original copy of the Prospectus.

Résumé

Overview

Dr. Wimberley serves as Chief Learning Officer for ResponsiveEd, designing, training, and implementing innovative education systems for students. He created new school systems within ResponsiveEd designed for: (1) "high expectation" elementary students; (2) middle school students, blending personalized and teacher-directed environments; and (3) high school students, blending personalized environments with 21st century technology. Dr. Wimberley led ResponsiveEd to achieve additional accreditation with the Southern Association of Colleges & Schools, becoming one of the first 200 school

systems in the nation to accomplish this distinctive. He is a regular author for education reform/charter school submissions.

Education

- Ed. D., University of North Texas, Denton, Texas
 - Education Administration, Minor Field: CECS, GPA 3.8
 - Dissertation - "An Analysis of Performance Differences Between Self-Directed and Teacher-Directed Alternative Education Campuses in Texas"
- M. Ed., Liberty University, Lynchburg, Virginia
 - Education Administration, Focus studies in emergent literacy
- B.S., Tarleton State University, Stephenville, Texas

Career History

- 2002-present, Executive Officer, Responsive Education Solutions, Lewisville, Texas
- 2005-present, Founder/Director, Center for Strategic Learning Systems, Denton, Texas
- 2010-present, Adjunct Professor, University of North Texas, Denton, Texas
- 2011-present, Adjunct Professor, Liberty University, Lynchburg, Virginia
- 2011-present, Adjunct Professor, Dallas Christian College, Dallas, Texas
- 2010-present, Owner/Director, K2G Learning, Pilot Point, Texas
- 2010-present, Board member, Texas State Council, Southern Association of Colleges & Schools
- 2006-present, Board member, International Learning Style Network, St John's University, New York
- 2008-present, Advisory Board member, ITeachTexas Certification Organization, Denton, Texas
- 2006, Member, Entrepreneurial Education Consortium
- 1998- 2002, Superintendent, Carrollton Christian Academy, Carrollton, Texas
- 1996-1998, Secondary School Administrator, Emmanuel Christian School, Manassas, Virginia
- 1994-1996, Secondary School Administrator, Greenville Christian School, Greenville, Texas
- 1994-1996, Teacher, Athletic Director, Greenville Christian School, Greenville, Texas
- 1988-1996, Coach, Greenville Christian School, Greenville, Texas

Selected Professional Presentations

- "21st Century Learning Style Applications," International Learning Style Institute, Northeastern Oklahoma State University (2011)
- "An Analysis of Performance Differences Between Self-directed and Teacher-directed Alternative Education Campuses in Texas," University of North Texas Dissertation (2009)
- "Can There Be Remuneration Without Regulation?," ACSI Conference, Dallas, Texas (2006)
- "The Deformation of Education Reform," Education Research Exchange Annual Symposium, University of North Texas (2006)

Certifications

- Instructional Leadership Development Training (“ILD”), Region X
- Professional Development Appraisal System Training (“PDAS”), Region X
- Learning Styles Certification, International Learning Styles Network, St John’s, New York
- Certified Facilitator, Signature Program – The Seven Habits of Highly Effective People

Accreditation

- Have served as a certified consultant and team chairman for accreditation teams.
- Have led four school systems on the executive level through accreditation
- Currently serve on the state council for the Southern Association of Colleges & Schools

Additional Recognitions

- 1980 Outstanding Young Men of America
- Directed camps for the mentally handicapped for ten years 1990-2000
- “Final Four Coach,” 1990-91 State Finals, TAPPS Girls Basketball
- “Coach of the Year,” 1990-91, Greenville Herald-Banner Sports Department
- “Final Four Coach,” 1991-92 State Finals, State Runner-Up, TAPPS Basketball
- “Who’s Who Among America’s Teachers,” 1992/96/98
- “Where Are They Now,” Selected as a Distinguished Alumni, University of North Texas (2010)
- Member of Phi Kappa Phi, Graduate Honor Society

Memorandum

Dr. Wimberley has no known conflicts of interest.

ROBERT DAVISON**Background Check Authorization**

A Background Check Authorization Form for Mr. Davison has been included with the unbound original copy of the Prospectus.

Résumé**Overview**

Robert Davison serves as Chief Operating Officer for ResponsiveEd, managing the day-to-day operations according to established plans, standard operating procedures, and legal and regulatory requirements. He assists the Chief Executive Officer in developing, implementing, and monitoring the operating plans, budgets, goals, objectives and strategic initiatives of ResponsiveEd.

Education

University of Arkansas Little Rock, Little Rock, AR
B.A.; Bachelor of Arts, Communication (Minor in Business Administration)

Professional Experience

Chief Operating Officer, Responsive Education Solutions, Lewisville, TX (2000–Present)

- Over 10 years' experience as a Chief Operating Officer and Regional Superintendent.
- Handled Chief Financial duties on an interim basis and increased the revenue and surplus during that time.
- Oversee various departments, including Facilities, Child Nutrition, Transportation, School Operations, PEIMS, and Special Education.
- Assist Headmasters in the operation of their schools and work cooperatively with all staff and departments in providing available information for development of programs, reports, and administrative rules.
- Manage business operations and fiscal policies.
- Handle district budget preparation and contract management.
- Promote and facilitate funded grant proposals resulting in innovative curricular programs.
- Research and write board policies.

Managing Director Broadcast Services, Church on the Rock (1999-2000)

- Produced and Directed Live weekly Television Broadcast.

Senior Video Producer, School of Tomorrow, Lewisville, TX (1992-1999)

- Produced videos and media for K-12 curriculum.
- Produced videos for educational and administrative training.

Professional Associations and Memberships

- Texas School Business Administrator
- Texas Association of School Business Officials

Memorandum

Mr. Davison has no known conflicts of interest.

MARVIN REYNOLDS

Background Check Authorization

A Background Check Authorization Form for Mr. Reynolds has been included with the unbound original copy of the Prospectus.

Résumé

- Holder of a Masters of Education Degree in Secondary School Administration from the University of Central Oklahoma
- Post Graduate work for Secondary School Principal at the University of Oklahoma

- Holder of a Standard Oklahoma Teaching Certificate for Secondary Principal (Teacher #068043, Certificate #0596976)
- Served the Oklahoma City Public School System (7 years) as a teacher, counselor, and administrator
- Ordained to the Ministry at Sherwood Baptist Church in Oklahoma City
- Head Master of Sherwood Baptist Academy in Oklahoma City, Oklahoma (14 years)
- Served as an Educational Consultant (4 years) and as a Regional Field Representative (10 years) for Accelerated Christian Education (publishers of school programs)
- Founder and President of the American Academy in Oklahoma City, Oklahoma (K-12) now in the 25th year of service
- Served as Board Member, Vice President, and President of the Board of Responsive Education Solutions, headquartered in Lewisville, Texas
- Completion of Board Training for Texas Charter Schools
- Founder and now serving as Executive Director of the National Association of Private Schools with over 15 years serving 175 schools
- Public and private school experience totaling over 45 years

Memorandum

Mr. Reynolds has no known conflicts of interest.

EARL LITTLE

Background Check Authorization

A Background Check Authorization Form for Mr. Little has been included with the unbound original copy of the Prospectus.

Résumé

- Co-founded Christian Legal Defense and Education Foundation to help organizations who were experiencing legal problems
- President of Christian Law Association from 1981-1991, an organization providing legal advice, memorandums of law, and litigation services
- Director of Development for the International Institute from 1992-1999

Memorandum

Mr. Little has no known conflicts of interest.

BEN KLINGENSTEIN

Background Check Authorization

A Background Check Authorization Form for Mr. Klingenstein has been included with the unbound original copy of the Prospectus.

Résumé

- Served on the board for ResponsiveEd for past 4 years
- Licensed attorney since 2000

- Currently serves as the Executive Director/Compliance Director at JP Morgan Chase
- Conducted sessions at multiple school law conferences

Memorandum

Mr. Klingenstein has no known conflicts of interest.

DAN MADDALENA

Background Check Authorization

A Background Check Authorization Form for Mr. Maddalena has been included with the unbound original copy of the Prospectus.

Résumé

- Served as Director at Open Door Children's Home & School, Cornettsville, KY
- Served as School Teacher and Business Manager at Dallas Christian Academy, Dallas, TX, for four years
- Served as Vice President of Finance at School of Tomorrow publishers, Lewisville, TX, from 1974-1990
- Served on the Board of Directors for Calvary Campus, Letcher, KY (formerly known as Calvary College) as a Board Member from 1976-2003 and as Chairman of the Board from 2003-Present
- Board Member of Responsive Education Solutions, Lewisville, TX, from 2002-Present

Memorandum

Mr. Maddalena has no known conflicts of interest.

APPENDIX I: FIVE-YEAR BUDGET

Five-Year Budget Template

Proposed Charter School: Founders Classical Academy

	Start Up From approval to opening	Fiscal Year 2015	Fiscal Year 2016	Fiscal Year 2017	Fiscal Year 2018	Fiscal Year 2019
Projected Enrollment		353	453	503	553	603
I. Revenues						
Carry-over from previous period	-	45	52,520	191,058	391,538	653,958
Per Pupil Payments		2,196,166	2,818,309	3,129,381	3,440,453	3,751,524
State Grants - Special Ed		39,977	51,302	56,965	62,627	68,290
State Grants - Kindergarten		94,133	60,400	67,067	73,733	80,400
Federal Grants - Child Nutrition Program		35,582	45,662	50,702	55,742	60,782
Federal Grants - Title IA Econ. Disadv		36,006	46,206	51,306	56,406	61,506
Federal Grants - IDEA B		9,167	11,764	13,063	14,361	15,660
Other - Walton Grant/ResponsiveEd/Other	300,000					
Other - ResponsiveEd Facility Buildout Loan	331,093					
Total Revenues	631,093	2,411,077	3,086,164	3,559,542	4,094,861	4,692,121
II. Expenditures						
Human Resources						
Headmaster	52,500	90,000	90,000	90,000	90,000	90,000
Assistant Headmaster	9,167	55,000	55,000	55,000	55,000	55,000
Teachers (FT) Salaries #/yr=19,25,28,30,33	-	722,616	927,324	1,029,677	1,132,031	1,234,385
Special Education Staff		97,200	124,709	138,464	152,219	165,973
Clerical Salaries	15,000	118,323	141,219	152,667	164,115	175,563
Payroll Taxes	5,865	83,849	103,645	113,543	123,441	133,339
Benefits	14,728	210,553	260,264	285,119	309,974	334,829
Professional Development	2,000	3,639	4,599	5,079	5,559	6,039
Substitute Teachers		12,921	16,582	18,412	20,242	22,072
Total Human Resources	99,259	1,394,101	1,723,341	1,887,960	2,052,581	2,217,200
Facility						
Facility Rent	63,276	241,103	303,364	336,848	370,332	403,816
Facility Buildout	331,093					
Repay ResponsiveEd Facility Buildout Loan		48,221	60,673	67,370	74,066	80,763
Security		2,400	3,000	3,600	4,200	4,800
Utilities	18,000	72,000	75,000	78,000	81,000	84,000
Maintenance		35,000	35,000	35,000	35,000	35,000
Other Facility Expenses		1,000	1,000	1,000	1,000	1,000
Total Facility	412,369	399,724	478,037	521,818	565,599	609,379
Materials/Supplies/Equipment						
Textbooks and Other Instructional Supplies	200	60,355	77,452	86,001	94,550	103,099
Special Education Supplies	50	847	1,087	1,207	1,327	1,447
Student Attendance Incentives		2,033	2,609	2,897	3,185	3,473
Graduation and End of Year Awards		3,389	4,349	4,829	5,309	5,789
Classroom Technology	35,300	20,000	20,000	20,000	20,000	20,000
Office Supplies	3,000	6,778	8,698	9,658	10,618	11,578
Classroom Furniture	49,420	17,650	17,650	17,650	17,650	17,650
Copier and Postage Equipment	10,000	780	780	780	780	780
Copying and Reproduction costs	1,600	3,600	3,600	3,600	3,600	3,600
Postage and Shipping	150	1,000	1,000	1,000	1,000	1,000
Telephone	1,600	3,600	3,600	3,600	3,600	3,600
Internet Access		12,000	12,000	12,000	12,000	12,000
Other Materials/Supplies/Equipment		4,000	4,000	4,000	4,000	4,000
Total Materials/Supplies/Equipment	101,320	136,031	156,825	167,222	177,619	188,015

Five-Year Budget Template

Proposed Charter School: Founders Classical Academy

	Start Up From approval to opening	Fiscal Year 2015	Fiscal Year 2016	Fiscal Year 2017	Fiscal Year 2018	Fiscal Year 2019
Projected Enrollment		353	453	503	553	603
Additional Costs						
Contracted Services - Social Work		1,000	1,000	1,000	1,000	1,000
Contracted Services - Health Screening		6,778	8,698	9,658	10,618	11,578
Contracted Services - Student Services		2,000	2,000	2,000	2,000	2,000
Business Services - Administration Fee		329,425	422,746	469,407	516,068	562,729
General Liability Insurance		4,500	4,500	4,500	4,500	4,500
Marketing/Development	10,000	5,000	5,000	5,000	5,000	5,000
Legal Expenses	1,000	1,000	1,000	1,000	1,000	1,000
Accounting/Audit	5,000	20,000	20,000	20,000	20,000	20,000
Transportation/Travel	2,100	2,000	2,000	2,000	2,000	2,000
Field Trips		5,000	5,000	5,000	5,000	5,000
Food Service		35,582	45,662	50,702	55,742	60,782
Student Bus Passes		10,166	13,046	14,486	15,926	17,366
Other		6,250	6,250	6,250	6,250	6,250
Total Additional Costs	18,100	428,701	536,903	591,004	645,104	699,205
Total Revenues	631,093	2,411,077	3,086,164	3,559,542	4,094,861	4,692,121
Total Expenditures	631,048	2,358,558	2,895,106	3,168,004	3,440,903	3,713,800
Balance	45	52,520	191,058	391,538	653,958	978,321

APPENDIX J: CASH FLOW ANALYSIS FOR FIRST FISCAL YEAR OF OPERATION

First Fiscal Year Cash Flow Analysis Template														
Founders Classical Academy	Fiscal Year 2014	July 2014	Aug 2014	Sep 2014	Oct 2014	Nov 2014	Dec 2014	Jan 2015	Feb 2015	Mar 2015	Apr 2015	May 2015	Jun 2015	Assumptions
353	Projected Enrollment													
\$ 6,587	Per Pupil Payment													
I. Income														See Budget Section III.D.
Basic Grant	2,196,166	183,014	183,014	183,014	183,014	183,014	183,014	183,014	183,014	183,014	183,014	183,014	183,014	
State Basic Support	2,196,166	183,014	183,014	183,014	183,014	183,014	183,014	183,014	183,014	183,014	183,014	183,014	183,014	
Federal Lunch Program	35,582				3,954	3,954	3,954	3,954	3,954	3,954	3,954	3,954	3,954	
Student Lunch Revenue	35,582				3,954	3,954	3,954	3,954	3,954	3,954	3,954	3,954	3,954	
State Remediation Program	39,977				4,442	4,442	4,442	4,442	4,442	4,442	4,442	4,442	4,442	
Full Day Kindergarten	94,133				10,459	10,459	10,459	10,459	10,459	10,459	10,459	10,459	10,459	
Other Federal Grants	45,173				5,019	5,019	5,019	5,019	5,019	5,019	5,019	5,019	5,019	
Prof Dev / Federal Grants	179,284				19,920	19,920	19,920	19,920	19,920	19,920	19,920	19,920	19,920	
Other Income - Startup Carryover	45	45												
ResponsiveEd		150,000												-150,000
Total Income	2,411,077	333,059	183,014	183,014	206,888	206,888	206,888	206,888	206,888	206,888	206,888	206,888	56,888	
II. Expenses														See Budget Section III.D.
Instructional Expenses														
Teacher Salaries	722,616	65,692	65,692	65,692	65,692	65,692	65,692	65,692	65,692	65,692	65,692	65,692	65,692	
Special Ed Salaries	97,200	8,836	8,836	8,836	8,836	8,836	8,836	8,836	8,836	8,836	8,836	8,836	8,836	
Instructional Assistant Salaries	80,823	7,348	7,348	7,348	7,348	7,348	7,348	7,348	7,348	7,348	7,348	7,348	7,348	
Substitutes	12,921	1,175	1,175	1,175	1,175	1,175	1,175	1,175	1,175	1,175	1,175	1,175	1,175	
Salaries & Wages	913,560	83,051	83,051	83,051	83,051	83,051	83,051	83,051	83,051	83,051	83,051	83,051	83,051	
PERF Expense (IN Retirement)	68,517	6,229	6,229	6,229	6,229	6,229	6,229	6,229	6,229	6,229	6,229	6,229	6,229	
Payroll Taxes	69,887	6,353	6,353	6,353	6,353	6,353	6,353	6,353	6,353	6,353	6,353	6,353	6,353	
Workman's Comp	4,294	390	390	390	390	390	390	390	390	390	390	390	390	
Employee Ins	66,142	6,013	6,013	6,013	6,013	6,013	6,013	6,013	6,013	6,013	6,013	6,013	6,013	
Unemployment Tax	36,542	3,322	3,322	3,322	3,322	3,322	3,322	3,322	3,322	3,322	3,322	3,322	3,322	
Payroll Taxes & Benefits	245,382	22,307	22,307	22,307	22,307	22,307	22,307	22,307	22,307	22,307	22,307	22,307	22,307	
Classroom Supplies	8,506	4,253			2,126				2,126					
Special Ed Supplies	847	424			212				212					
Textbooks	50,832	50,832												
Reading Materials	1,017	1,017												
Supplies/Materials/Equipment	61,202	56,525			2,338				2,338					
Special Education Services and Resources	1,000	100	100	100	100	100	100	100	100	100	100			
Health Screening	6,778	6,213	63	63	63	63	63	63	63	63	63			
Other Professional Consulting/Professional	2,000	200	200	200	200	200	200	200	200	200	200			

1 / 3

First Fiscal Year Cash Flow Analysis Template														
		July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Assumptions
Founders Classical Academy	Fiscal Year 2014	2014	2014	2014	2014	2014	2014	2015	2015	2015	2015	2015	2015	
Professional Services	9,778	6,513	363	363	363	363	363	363	363	363	363			
Staff Development	3,639	3,032					606							
Training Expenses	3,639	3,032					606							
Class Trips	5,000						2,500				2,500			
Student Attendance Incentive	2,033	169	169	169	169	169	169	169	169	169	169	169	169	
Graduation and End of Yr Awards	3,389												3,389	
Bus Passes	10,166	565	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200				
Other Expenses	20,588	734	1,370	1,370	1,370	1,370	3,870	1,370	1,370	1,370	2,669	169	3,558	
Total Instructional Expense	1,254,149	172,163	107,091	107,091	109,429	107,091	110,197	107,091	109,429	107,091	108,391	105,528	3,558	
General & Administrative Expenses														
Headmaster Salary	90,000	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	
Assistant Headmaster	55,000	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	
Other Administrator(s) Salary -Secretary	37,500	3,125	3,125	3,125	3,125	3,125	3,125	3,125	3,125	3,125	3,125	3,125	3,125	
Salaries & Wages	182,500	15,208	15,208	15,208	15,208	15,208	15,208	15,208	15,208	15,208	15,208	15,208	15,208	
PERF Expense (IN Retirement)	13,688	1,141	1,141	1,141	1,141	1,141	1,141	1,141	1,141	1,141	1,141	1,141	1,141	
Payroll Taxes	13,961	1,163	1,163	1,163	1,163	1,163	1,163	1,163	1,163	1,163	1,163	1,163	1,163	
Workman's Comp	858	71	71	71	71	71	71	71	71	71	71	71	71	
Employee Insurance	13,213	1,101	1,101	1,101	1,101	1,101	1,101	1,101	1,101	1,101	1,101	1,101	1,101	
Unemployment Tax	7,300	608	608	608	608	608	608	608	608	608	608	608	608	
Payroll Taxes & Benefits	49,020	4,085	4,085	4,085	4,085	4,085	4,085	4,085	4,085	4,085	4,085	4,085	4,085	
Postage	1,000	667	30	30	30	30	30	30	30	30	30	30	30	
Copying and Reproduction	3,600	2,400	109	109	109	109	109	109	109	109	109	109	109	
General Supplies	6,778	4,518	205	205	205	205	205	205	205	205	205	205	205	
Other Equipment Rental	780	65	65	65	65	65	65	65	65	65	65	65	65	
Supplies/Materials/Equip	12,158	7,650	410	410	410	410	410	410	410	410	410	410	410	
Legal Fees	1,000	83	83	83	83	83	83	83	83	83	83	83	83	
Business Services	329,425	27,452	27,452	27,452	27,452	27,452	27,452	27,452	27,452	27,452	27,452	27,452	27,452	
Equip Mtnrc/Repair	1,000	83	83	83	83	83	83	83	83	83	83	83	83	
Professional Services	351,425	29,285	29,285	29,285	29,285	29,285	29,285	29,285	29,285	29,285	29,285	29,285	29,285	
Marketing	5,000	5,000												
Community Relations	5,000	5,000												
Travel	2,000	1,667	37	37	37	37	37	37	37	37	37			
Other Expenses	2,000	1,667	37	37	37	37	37	37	37	37	37			
Total General/Admin Expenses	602,102	62,895	49,026	49,026	49,026	49,026	49,026	49,026	49,026	49,026	49,026	48,988	48,988	
Facilities Expenses														
Janitorial & Supplies	3,000	250	250	250	250	250	250	250	250	250	250	250	250	
Repair & Maintenance	1,000	83	83	83	83	83	83	83	83	83	83	83	83	
Furniture & Replacements	17,650	17,650												

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First Fiscal Year Cash Flow Analysis Template														
		July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Assumptions
Founders Classical Academy	Fiscal Year 2014	2014	2014	2014	2014	2014	2014	2015	2015	2015	2015	2015	2015	
Supplies/Materials/Equip	21,650	17,983	333	333	333	333	333	333	333	333	333	333	333	
Rent or Mortgage	241,103	20,092	20,092	20,092	20,092	20,092	20,092	20,092	20,092	20,092	20,092	20,092	20,092	
Rent/Leasehold Improvements	241,103	20,092	20,092	20,092	20,092	20,092	20,092	20,092	20,092	20,092	20,092	20,092	20,092	
Cleaning Services	15,000	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	
Bldg Mtnc/Repairs	19,000	1,583	1,583	1,583	1,583	1,583	1,583	1,583	1,583	1,583	1,583	1,583	1,583	
Grounds Mtnc	1,000	83	83	83	83	83	83	83	83	83	83	83	83	
Security	2,400	200	200	200	200	200	200	200	200	200	200	200	200	
Professional Services	37,400	3,117	3,117	3,117	3,117	3,117	3,117	3,117	3,117	3,117	3,117	3,117	3,117	
Telephone	3,600	300	300	300	300	300	300	300	300	300	300	300	300	
Utilities	72,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	
Utilities	75,600	6,300	6,300	6,300	6,300	6,300	6,300	6,300	6,300	6,300	6,300	6,300	6,300	
Insurance	4,500	375	375	375	375	375	375	375	375	375	375	375	375	
Insurance Expense	4,500	375	375	375	375	375	375	375	375	375	375	375	375	
Total Facilities Expenses	380,253	47,867	30,217	30,217	30,217	30,217	30,217	30,217	30,217	30,217	30,217	30,217	30,217	
Technology Expenses														
Computers/Software	20,000	20,000												
Supplies/Materials/Equip	20,000	20,000												
Internet	12,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	
Professional Services	12,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	
Total Technology Expenses	32,000	21,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	
Other Expenses														
Food Purchases	35,582		1,779	3,756	3,756	3,756	3,756	3,756	3,756	3,756	3,756	3,756		
School Lunch	35,582		1,779	3,756	3,756	3,756	3,756	3,756	3,756	3,756	3,756	3,756		
Other Expenses	6,250	521	521	521	521	521	521	521	521	521	521	521	521	
Total Other Expenses	41,832	521	2,300	4,277	4,277	4,277	4,277	4,277	4,277	4,277	4,277	4,277	521	
Total Expense	2,310,337	304,446	189,633	191,610	193,948	191,610	194,716	191,610	193,948	191,610	192,910	190,010	84,284	
Net Income	100,740	28,613	(6,619)	(8,596)	12,940	15,278	12,171	15,278	12,940	15,278	13,978	16,878	(27,397)	
Beginning Cash Balance	-		28,613	21,993	13,397	26,337	41,614	53,786	69,064	82,003	97,281	111,259	128,137	
Ending Cash Balance	100,740	28,613	21,993	13,397	26,337	41,614	53,786	69,064	82,003	97,281	111,259	128,137	100,740	

APPENDIX K: LIABILITY INSURANCE COVERAGE



RESPONSIVE EDUCATION SOLUTIONS 11/06/13 - INDICATION ONLY FOR INDIANA LOCATION

CARRIER	COVERAGE	LIMITS	PREMIUM
HARTFORD FIRE BEST RATING A - XV	PROPERTY	\$100,000 Business Personal Property (Contents)	\$1,500
HANOVER BEST RATING A XIV	GENERAL LIABILITY Including Educators Legal, Employee Benefits, Sexual Abuse, Directors & Officers Liability, Employment Practices Liability	General Aggregate \$2,000,000 Each Occurrence \$1,000,000 Personal & Advertising Injury \$1,000,000 Damage to Rented Premises \$100,000 Medical Expense \$15,000 Employee Benefits Liability Each Claim \$1,000,000 Employee Benefits Liability Aggregate \$2,000,000 Abuse & Molestation Liability Each Claim \$1,000,000 Abuse & Molestation Liability Aggregate \$3,000,000 Innocent Party Defense Coverage \$300,000 Educator's Legal Liability (including Directors & Officers Liability and Employment Practices Liability) Each Claim \$1,000,000 Aggregate \$3,000,000 Corporal Punishment Liability: Included	\$6,264
HANOVER BEST RATING A XIV	BUSINESS AUTOMOBILE	\$1,000,000 Liability Combined Single Limit \$2,500 PIP/Medical Expenses \$1,000,000 Uninsured/Underinsured Motorists Including Hired and Non-Owned Auto	\$0
HARTFORD FIRE BEST RATING A - XV	WORKERS' COMPENSATION	Bodily Injury by Accident, Each Accident \$1,000,000 Bodily Injury by Disease, Policy Limit \$1,000,000 Bodily Injury by Disease, Each Employee \$1,000,000 School: Professional Employees (Class 8868) Clerical Employees (Class 8810) School: All Other Employees (Class 9101) Statutory Limits provided as required by Indiana law	\$0.33 per \$100 payroll \$0.18 per \$100 payroll \$3.50 per \$100 payroll

Explanations are in general terms and do not change or replace the terms or conditions of the policies.

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CARRIER	COVERAGE	LIMITS	PREMIUM
HANOVER BEST RATING A XIV	UMBRELLA LIABILITY	Each Occurrence \$5,000,000 Aggregate \$5,000,000	\$0
HARTFORD LIFE & ACCIDENT A - XV	STUDENT SPORTS ACCIDENT POLICY	Accidental D&D \$10,000 Maximum Benefit Accidental Medical Expense \$25,000 Maximum Benefit Dental \$250 Maximum Benefit Deductible \$0 <u>Premium Basis</u> 4 Coaches and 48 Students ages 12 & Under 4 Coaches and 48 Students ages 13 to 15 (Based on rates for Basketball and Volleyball)	\$669

Please note this is only an indication of pricing for the requested coverages and is only valid for 30 days from November 6, 2013. Actual pricing will be based on final locations, student numbers, vehicles purchased and staff payroll.

Business Automobile policy premium will not increase unless vehicles are purchased and/or garaged in the state of Indiana.

Pricing for Umbrella Liability cannot be determined until the underlying pricing is finalized. If the current Texas policies are endorsed to include the Indiana exposures, the Umbrella pricing will not be affected until the policy renews November 1, 2014 unless a separate policy is issued for Indiana.

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